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ABSTRACT

Seminar and conference reports and working papers on distance education of adults, which reflect the experiences of many countries, are presented. Contents include the draft report of the 1979 International Seminar on Distance Education held in Addis Ababa, Ethiopia, which was jointly sponsored by the United Nations Economic Commission for Africa and the German Foundation for International Development. Conference objectives were: to analyze the experiences gained in distance education projects and to consider means of promoting international cooperation at all educational levels; to consider staff training and development in support of distance education projects; to discuss the role of the university in distance education; and to consider the possible formation of an African network of open universities. Program information is also presented on the 1979 Open University Conference on the Education of Adults at a Distance, held in Birmingham, London. Conference topics included the target populations for distance education of adults, general principles and methodology of distance education, and collaboration at national, regional, and international levels. The following working papers from the Open University conference are presented: "Distance Learning and the LDC University," by Robert H. Maybury; "The Open University System at Unam (Mexico)," by Augusto Moreno y Moreno; "Training and Education of Teachers in Higher Education in Developing Countries," by L. R. B. Elton; "The Philippine Experience in Distance Education: Case Studies in a Developing Country," by A. O. Fineza; and "IEC's Experience of International Cooperation: International Extension College." (SW)

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BERICHT

DEUTSCHE STIFTUNG FÜR INTERNATIONALE ENTWICKLUNG

DISTANCE EDUCATION IN ENTWICKLUNGSLÄNDERN

ERKENNTNISSE AUS ZWEI INTERNATIONALEN TAGUNGEN

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Vorbemerkungen:

1.) Mit dem Begriff "Distance Education", für den es in der deutschen Sprache keine gute Obersetzung gibt, werden "Fernstudium", "Fernunterricht", "Fernunterweisung" bezeichnet. Lehrende und Lernende sind räumlich voneinander getrennt. Distance Education kann sich auf alle Sektoren des formalen Erziehungswesens beziehen. Außerschulische Bildung und Ausbildung sind keineswegs ausgeschlossen. Die Möglichkeit, daß Lehrende und Lernende zeitweise zusammenkommen, ist durchaus möglich. Als Träger der Kommunikation sind schriftliches Material, Rundfunk, Fernsehen, Tonträger, Bildtonträger, Filme, Dias in jeder beliebigen Kombination denkbar.

2.) Die folgenden Oberlegungen beziehen sich auf zwei Tagungen:

- The International Seminar on Distance Education (IT 23-30-79)

  Diese Tagung wurde von der United Nations Economic Commission for Africa zusammen mit der Deutschen Stiftung für Internationale Entwicklung, Zentralstelle für Erziehung und Wissenschaft, vom 3.-15.9. 1979 in Addis Abeba/Äthiopien durchgeführt. An ihr nahmen 56 Fachleute aus Afrika und Asien (9), sowie Vertreter internationaler Organisationen wie FAO, Unesco und ILO teil.

- The Open University Conference on the Education of Adults at a Distance in Birmingham vom 18. - 23. 11. 1979 (KF 23-41-79)

  Diese Weltkonferenz über Distance Education wurde von 202 Fachleuten aus 51 Ländern und 7 internationalen Organisationen und Stiftungen getragen. Ein Drittel der Teilnehmer kam aus Entwicklungsländern. Von den 51 vertretenen Ländern liegen 67% in der Dritten Welt.

Die DSE hat in Zusammenarbeit mit dem British Council und in Abstimmung mit der Open University sechs Teilnehmern an der Konferenz in Addis Abeba die Möglichkeit gegeben, an dieser Tagung teilzunehmen um somit die Ergebnisse einbringen und die afrikanische Situation darstellen zu können. Für sie (wie für alle Beteiligten) war der Zuwachs an Wissen und Einsichten nach übereinstimmender Aussage sehr groß.

Ober beide Veranstaltungen werden bis Mitte 1980 ausführliche Berichte vorliegen.

3.) Der Zweck dieses Arbeitspapieres liegt primär darin, mit dem Blick auf weitere Möglichkeiten der Zusammenarbeit im Bereich Distance Education in Entwicklungsländern einige Ergebnisse und Erkenntnisse dieser beiden Tagungen zu reflektieren und sie für die weitere Planung nutzbar zu machen. Zur Illustration wird im Anhang einiges Material zusammengestellt.
(Die Zahl der Arbeitspapiere betrug bei der Tagung in Addis Abeba 30, bei der Tagung der Open University in Birmingham 85.)

I. 1. Gründe für die Einrichtung von Distance-Education-Institutionen

Eine Analyse der von Konferenzteilnehmern vorgetragenen Gründe für die Einrichtung von Distance-Education-Institutionen zeigte, daß normalerweise mehrere Gründe eine Rolle gespielt haben. Besonders häufig wurden physische Landesgegebenheiten und der Bedarf an qualifizierten Arbeitskräften genannt. Dünnbesiedelte Gebiete wie Finnland und Australien und eine auf 7100 Inseln lebende Bevölkerung der Philippinen lassen keinen Zweifel darüber aufkommen, daß Distance-Education-Institutionen in solchen Ländern notwendig sind.

Was die Deckung des Arbeitskräftebedarfs durch Distance Education betrifft, so bilden für die Primärausbildung Distance-Education-Institutionen eher die Ausnahme. Bei der beruflichen Fortbildung hingegen kommt diesen Einrichtungen eine große Bedeutung zu, z.B. bei der beruflichen Fortbildung von Lehrern in Nigeria und anderen Entwicklungsländern. Für die berufliche Weiterbildung deutscher Lehrer wurden vom Deutschen Institut für Fernstudium in Tübingen eine ganz Reihe von Kursen erstellt, die starke Beachtung gefunden haben. Bekannt ist auch die große Rolle der Fernstudieneinrichtungen für die berufliche Fortbildung in der Sowjet Union. Die Tele-Universitäten in Peking und Shanghai dienen auch besonders diesem Zweck.

Dem individuellen Weiterbildungswunsch entsprechen eine ganze Reihe von Fernstudieneinrichtungen in westlichen Industrieländern. Allein in der Bundesrepublik Deutschland bieten 120 Fernlehreinrichtungen rund 1300 Fernlehrgänge an. Die Zahl der Teilnehmer an diesen meistens als Korrespondenzkurse gestalteten Lehrgängen beträgt ca. 200 000. Es handelt sich dabei meistens um private

Einrichtungen, die Kursgebühren erheben.

Weniger stark haben soziale Gründe zur Einrichtung von Distance-Education-Institutionen geführt. Doch wird durchaus mitgesehen, daß die Benachteiligung von Randgruppen durch sie verringert werden kann. Das betrifft beispielsweise Gehbehinderte, Hausfrauen mit Kindern, auf Verdienst durch Arbeit zur Bestreitung der Lebenshaltungskosten angewiesene Studenten und Interessenten. Ein besonderer sozialer Aspekt spielte bei der Gründung der Open University in England eine Rolle: mit der Fernuniversität sollte ein Stück Chancenungleichheit beseitigt und eine stärkere Chancengleichheit geschaffen werden, insofern völlig unabhängig vom Schulabschluß jeder die Möglichkeit erhält, durch Kurse mit Prüfungen der Open University akademische Abschlüsse, die voll anerkannt werden, zu machen. Es sei angemerkt, daß für die Fernuniversität Hagen in der Bundesrepublik Deutschland diese Möglichkeit, mehr Chancengleichheit und damit mehr soziale Gerechtigkeit zu verwirklichen, nicht erreicht werden konnte.

Mit dem Blick auf Entwicklungsländer verdienen vor allem zwei der Gründe festgehalten zu werden: dünn-besiedelte Länder und damit verbunden das Anliegen, die Landflucht der Bildungswilligen in die Großstädte zu reduzieren, sowie die Möglichkeit der beruflichen Fortbildung, besonders für Lehrer. Um hier eine Zahl zu nennen: Nigeria benötigt in nächster Zukunft 100 000 Lehrer, die durch Distance Education beruflich fortgebildet werden sollen.

2. Inhalte

Die Weltkonferenz in Birmingham zeigte, daß es fast keine Begrenzung für Inhalte im Bereich der Distance Education gibt. Es werden einschlägige Kurse zum Erwerb formeller Schulabschlüsse aller Stufen angeboten (z.B. in der Bundesrepublik Deutschland). Vollakademische Kurse betreffen fast alle Disziplinen der Universität (z.B. Open University mit über 80.000 Studierenden). Natürlich sind einzelne Fächer besser, andere weniger gut oder geradezu ungeeignet (Medizin) für Distance Education. Neben den klassischen Universitätsdisziplinen gibt es auch neue Wege. So läßt sich auf den Philippinen der akademische Magistergrad im Bereich Nutrition Education erwerben. Dieses Studium dient ganz besonders den Bedürfnissen in ländlichen infolge der Insellage isolierten Gebieten. Im außerschulischen Bereich gibt es Distance-Education-Kurse für Sozialarbeiter in ländlichen Gebieten (Tansania), für technische Berufe, für arbeitsmarktorientierte Umschulung; es gibt Hobbykurse als Freizeitgestaltung und Kurse für individuelle Weiterbildungswünsche auf allen Wissensgebieten (besonders viele Korrespondenzkurse dazu gibt es in der Bundesrepublik Deutschland).
Der im Anhang beigefügte "Draft Report of the International Seminar on Distant Education" gibt einen kleinen Einblick in einschlägige Einrichtungen in Afrika.

3. Zielgruppen

Von den verschiedenen Inhalten her wird es verständlich, daß die Zielgruppen sehr heterogen sind. In Entwicklungsländern dürfte es so sein, daß die größte Gruppe die Lehrer in der Weiterbildung sind. Dabei ist mitzusehen, daß diese Weiterbildung notwendig ist, weil die Einstellungsvoraussetzung für alle Lehrer nicht dem erforderlichen Standard der Ausbildung entspricht. Für den universitären Bereich sei auf

die Obersicht "Distance Learning across the World" im Anhang verwiesen. (Bisher liegt noch keine weltweite Obersicht aller Distance-Education-Einrichtungen vor).

4. Medien

Die Flexibilität der Distance Education zeigt sich ganz besonders in verwendeten Medien. Die Korrespondenz-Kurse verfügen über eine lange Tradition, die bis ins vorige Jahrhundert reicht. Rundfunk, Fernsehen und audio-visuelle Medien sind in Industrieländern somit meistens zur Verstärkung bzw. als Hilfsmittel zum schriftlichen Material hinzugekommen.

In Entwicklungsländern hingegen ist die Situation anders. Oft verhindert eine schwache Infrastruktur des Postwesens die regelmäßige und schnelle Zustellung von schriftlichen Korrespondenz-Kursen. Somit fällt dem Rundfunk eine weitaus größere Rolle zu als in Industrieländerns. Bekannt geworden ist im landwirtschaftlichen Bereich die Einrichtung des Radioforums, wie z.B. in Ghana. Dabei handelt es sich um echte Weiterbildung im Beruf des Landwirts. Auf der Grundlage des Fernsehens ist in der Volksrepublik China die Tele-Universität aufgebaut. In ländlichen Gebieten Chinas versammeln sich die Teilnehmer am Distance-Education-Programme normalerweise in einem Dorfraum, in dem ein Fernsehgerät aufgestellt ist. Ergänzungen durch schriftliches Material sind bei primär radio- und fernsehgetragenen Distance-Education-Programmen mehr oder weniger stark einbezogen. Die Wahlmöglichkeiten der Medien und ihre Kombinationsmöglichkeit zeigen, daß Distance Education sehr flexibel gehandhabt wird. Die Konferenzteilnehmer waren zum Teil überrascht über den Umfang von Distance Education in Entwicklungsländern und über die Zahl von geplanten neuen Einrichtungen bzw. Erweiterungen.

5. Kosten

Auf beiden Konferenzen wurde der Frage der Kosten große Aufmerksamkeit gewidmet. Ohne Zweifel ist das Radio das kostengünstigste Medium für Distance-Education-Einrichtungen. Wenn in einem Land Zeitungen weit verbreitet sind und Zeitungsverleger sich kooperativ verhalten, lassen sich Zeitungen als Träger für Schriftmaterial bei Distance Education Programmen äußerst kostengünstig verwenden. Teuer sind auf alle Fälle Distance-Education-Universities. Dabei macht es keinen Unterschied, ob sie an bestehende Universitäten angegliedert werden oder ob es sich um Neugründungen handelt. Nun ist nachgewiesen, daß solche Fernuniversitäten pro teilnehmenden Studierenden kostengünstiger arbeiten als traditionelle Universitäten (etwa nur 1/3 der Kosten). Somit wäre zu überlegen, ob einschneidende Umschichtungen im Hochschulbereich zugunsten von universitärer Distance Education als Mittel zur Kosteneinsparung in besonders Entwicklungsländern möglich sind.

II. 1. Distance Education als Ergänzung zu klassischen Bildungseinrichtungen

Die Beiträge der Fachleute auf beiden Tagungen zeigten, daß Distance Education ohne Zweifel eine großartige Möglichkeit ist, um die klassische Ausbildung und Bildung in sehr vielen Bereichen für unterschiedliche Zielgruppen zu ergänzen. Die geradezu unbegrenzten Möglichkeiten, Distance-Education-Institutionen zur individuellen berufsunabhängigen Weiterbildung (life-long-learning) einzurichten und entsprechend von Wünschen und Bedürfnissen von Einzelpersonen und Gruppen Programme zu entwickeln und anzubieten, sind bisher noch viel zu wenig genutzt. Anders ist es im Bereich der beruflichen Fortbildung. Hier hat der volkswirtschaftliche Bedarf an fachlich höher qualifizierten Arbeitskräften vor allem in sozia-

listischen Industrieländern dazu geführt, daß Distance Education eine wichtige Funktion für die arbeitsplatzbegleitende fachliche Fortbildung übernimmt (in der Sowjet Union gab es 1960 bereits 22 Hochschulen für Fernstudium, 450 Fernstudienabteilungen an anderen Hochschulen, 41 Fach-Fernschulen und 1200 Abteilungen für Fernstudium an Fachschulen).

Die Konferenzen zeigten, daß in Entwicklungsländern sehr unterschiedliche Ansätze im Bereich Distance Education vorhanden sind. Globalaussagen sind somit leicht Verkürzungen. Doch läßt sich sagen, daß in Entwicklungsländern im Rahmen der für das Erziehungswesen verfügbaren finanziellen Aufwendungen, der Bedarf an qualifizierten Fachkräften als Argument gegenüber dem generellen Bedürfnis des Volkes nach Bildung den Vorrang hat.

Besonders stark wurde Distance Education dort eingesetzt, wo ein großer volkswirtschaftlicher und bildungspolitischer Nutzen zu erwarten war, nämlich im Bereich der Lehrerfortbildung. Lehrer sind nach wie vor die wichtigsten Multiplikatoren im Erziehungswesen. Da die Lehrerausbildungsstätten mit dem Bedarf an Lehrern nicht Schritt halten konnten, und somit ein relativ hoher Anteil an unqualifizierten Lehrern, besonders im Primarschulbereich auf dem Land, eingestellt werden mußte, wurden mittels Distance Education Qualifikationskurse für Lehrer entwickelt und erfolgreich als berufsbegleitende Fortbildung eingesetzt (Ghana beispielsweise konnte den Anteil von qualifizierten Lehrern von 34% im Jahre 1966 auf 80% in 1974 erhöhen).

In dem Maße wie die Nachfrage nach Fachkräften in technischen Berufen steigt, wird gewiß auch dieser Sektor durch Fortbildungskurse mittels Distance Education in

Entwicklungsländern stärker versorgt werden müssen. Bisher war der Arbeitsmarkt nur in wenigen Entwicklungsländern in der Lage, allen Fachkräften nach ihrer Ausbildung einen adäquaten Arbeitsplatz anzubieten.

2. Distance Education - eine Alternative zu den klassischen Ausbildungs- und Bildungseinrichtungen?

Wenngleich Konferenzteilnehmer Distance Education im Rahmen des lebenslangen Lernens sehr positiv einschätzten und mitunter als optimale Form des lebenslangen Lernens und der arbeitsplatzbegleitenden Berufsfortbildung oder Umschulung bezeichneten, wurde Distance Education nicht als Konkurrenz zu bestehenden klassischen Einrichtungen des Bildungswesens gesehen und auch nicht als echte Alternative gewertet. Ob sich das bei Angehörigen aus Entwicklungsländern daraus erklärt, daß die auf den Konferenzen vertretenen Fachleute ihre Bildungssysteme in den Entwicklungsländern im allgemeinen als Spiegelbilder westlich-abendländischer klassischer Bildungssysteme erlebt haben? Entwicklungsbezogene Curriculumreformen können jedenfalls nicht darüber hinweg täuschen, daß die Strukturen des Bildungssystems in Entwicklungsländern weitgehend unverändert geblieben sind.

Liegt somit in Distance Education eine bisher nicht genutzte und noch nicht in das Bewußtsein gerückte echte Chance im Rahmen von entwicklungsbezogenen Reformen des Erziehungswesens in Entwicklungsländern? Es konnte oben verdeutlicht werden, wie ungemein flexibel Distance-Education-Einrichtungen zu handhaben sind. Mit ihnen lassen sich die unterschiedlichsten Zielgruppen ansprechen und ganz verschiedenartige Ausbildungs- und Bildungseinheiten auf jeweils verschiedene Zielgruppen hin konzipieren und anbieten. Von enormer Flexibilität sind auch die Medien gekennzeichnet. Den Kombinationsmöglichkeiten sind ledig-

lich von den Kosten her Grenzen gesetzt.

Die Möglichkeiten werden bald noch größer sein, wenn nämlich Bildschirm-Zeitung, Kabelfernsehen, Satelliten und weitere Instrumente der TV-Kommunikation genutzt werden. Im Zuge wachsender Energieverknappung dürfte das Instrumentarium der Distance Education in Zukunft auch für Fernkonferenzen von nicht zu unterschätzendem Nutzen sein.

Denkbar wäre, daß die formalen Bildungseinrichtungen (Primarschule, Sekundarschule, Berufsschule, Fachschule, Universität) in ihren bisherigen Strukturen aufgegeben werden. An ihre Stelle könnte ein Kurssystem nach dem Baukasten-Bildungsprinzip, ausgerichtet an den Bedürfnissen der Gesellschaft und dem entwicklungsorientierten Bedarf des Landes treten.

Es dürfte jedoch unrealistisch sein, dem Distance-Education-System die Schlüsselrolle in einem solchen Reformmodell zu geben. Distance Education wäre zwar an und für sich das optimale Instrument einer solchen Reform, doch dürfte ein wesentlicher Faktor dieser zentralen Funktion der Distance Education im Wege stehen: der lernende Mensch. Bisher jedenfalls spricht alles dafür, daß der Beginn des Lernens und die Einübung der Fähigkeit des Lernens direkt von Mensch zu Mensch erfolgen muß. Oder sollte es sich hier um das Vorurteil eines durch den klassischen Bildungsgang "Verbildeten" handeln?

III 1. Die Förderung von Distance Education in Entwicklungsländern

Distance Education in Entwicklungsländern wurde von Institutionen wie UNESCO und Ford-Foundation auf verschiedene Weise gefördert, so zum Beispiel bei inter-

nationalen Tagungen und Planungsvorhaben.

Besonders hervorzuheben sind zwei Einrichtungen. The Open University Centre for International Cooperation and Services in England hat bei der Planung und beim Aufbau mehrerer Fernuniversitäten in Entwicklungsländern direkt mitgearbeitet. Seit 1975 hat das Centre über 70 Projekte in 14 verschiedencn Ländern durchgeführt. Solche Projekte gab es beispielsweise beim Aufbau der Staatsuniversität für Distance Education in Costa Rica, der nationalen Open University in Venezuela, der Allama Iqbal Open University in Pakistan, der Everyman's University is Israel und der Fernuniversität in der Bundesrepublik Deutschland in Hagen sowie am Institute of Distance Education in Sri Lanka. Trainingskurse hat das Centre für Fachleute aus Kolumbien, Indien, Kenia, Saudi-Arabien, Sri Lanka und Tansania sowie weitere Länder durchgeführt.

Ein zweites Spezialinstitut in England für die Förderung von Fernstudieneinrichtungen und Ausbildung von Staff ist das International Extension College in Cambridge. DAS IEC ist eine gemeinnützige Institution, die der Verbreitung der Distance Education, besonders in der Dritten Welt, dient. Schwerpunkte des Instituts sind Trainingskurse, die Herstellung von Kursmaterial, Forschung und Evaluierung sowie Austausch von Informationen. Besonders im Bereich der Trainingskurse verfügt das IEC über große Erfahrung. Kurse wurden durchgeführt in England, kurze work-shops in Entwicklungsländern. Die Produktion von Lehrbüchern sowie das Training on-the-job sind weitere Aktivitäten dieses Institutes. Da das College sich selbst tragen muß, hängt es von finanziellen Zuwendungen ab. Als Folge der wirtschaftlichen Sparmaßnahmen Großbritanniens sind beide Institute in ihren auf Entwicklungsländer gerichteten Aktivitäten behindert oder sogar in ihrer Existenz bedroht.

Wenn Entwicklungsländer die Möglichkeiten des Distance Education für entwicklungsorientierte curriculare und strukturelle Veränderungen im Erziehungswesen nutzen wollen, verdienen solche Reformen besonders starke Unterstützung. Für Institutionen der Entwicklungszusammenarbeit ist die Zielorientierung, nämlich die stärkere Ausrichtung von Curricula und Strukturen im Erziehungswesen auf die Bedürfnisse der breiten Bevölkerung in Entwicklungsländern, bei der Zusammenarbeit auch im Bereich der Distance Education wichtig. Die African Association for Correspondence Education (AACE) (demnächst: for Distance Education) die sich auf der Tagung in Addis Abeba neu strukturiert hat, ist dabei, die Koordinierung der Distance-Education-Einrichtungen und ihrer Ausbildungsprogramme in Afrika zu übernehmen und den Informationsaustausch zu sichern. Dabei berät das International Council for Correspondence Education, dessen Präsident an beiden Tagungen teilgenommen hat. Die AACE möchte die dortige gute Zusammenarbeit mit der DSE fortsetzen und würde es begrüßen, wenn wenigstens einer von drei jährlichen Trainingsprogrammen in den Jahren 1980-82 für Autoren von Fernkursen gemeinsam mit der DSE durchgeführt wird. Im Jahre 1982 sollte dann im Rahmen einer internationalen Tagung eine gemeinsame Auswertung vorgenommen und die weitere Planung überlegt werden.

gez. J. Heising

IV.

ANHANG

1.

ANHANG I

ECONOMIC COMMISSION FOR AFRICA

5 September 1979

DRAFT REPORT OF THE
INTERNATIONAL SEMINAR ON DISTANT EDUCATION*
(Addis Ababa, 3-15 September 1979)

Monday, 3 September 1979

Plenary Session

Opening address by Professor Adebayo Adedeji, Executive Secretary of the Economic Commission for Africa. (The full text of the speech is available as one of the Conference documents.)

The Conference was opened by Mr. S.I. Odokpayi, ECA secretariat, who formally welcomed delegates and delivered the opening address on behalf of Mr. Adebayo Adedeji, the Executive Secretary of ECA. In his opening address Mr. Adedeji paid tribute to the German Foundation for International Development and to the Ministry of Development Co-operation of the Netherlands, whose generosity had done so much to make the conference possible.

Mr. Adedeji outlined the educational problems of enrolment and literacy rates which faced much of the world, and went on to mention the growing emphasis on life-long education. The capacity of the traditional education system to meet growing demands for formal education was severely limited by economic circumstances. There was too a growing realization that traditional (formal) education did not meet needs. This had led to the search for alternative solutions, particularly of non-formal education aimed at upgrading and developing human skills and resources. Because of economic constraints, there was a need to find cheaper ways of providing both formal and non-formal education, directed at more or different people. Distance education seems to offer such possibilities, and the ECA in conjunction with the African Association for Correspondence Education hoped to play a part in promoting its development within Africa.

Mr. Adedeji draw attention to some of the chief characteristics of distance education: the separation of the learner from the teacher; the use of multi-media materials which differed significantly in structure from

* Jointly sponsored and organized by the United Nations Economic Commission for Africa and the German Foundation for International Development.

conventional textbooks; the stress on learning objectives to be achieved by students; and the need for rapid feedback to students.

The attraction of distance education lay in the potential economies of scale that could be realized. Distance education is not necessarily a cheap way of solving educational problems, but in most cases it is considerably cheaper. Its effectiveness in terms of successful graduates, depended upon the minimization of drop-out, and here it was vital that effective two-way communication was achieved between tutor and student.

The ECA was optimistic about the effectiveness of distance education. African countries face many economic and social problems, as well as educational problems related to the acquisition of skills and the development of manpower. Initiatives to confront these problems and create growth and welfare for the masses are needed. Nevertheless, if distance education is to play its part in solving such problems there is a need for trained educators in the field. There are experts in Africa and Asia, but they are too few in number to meet all the needs before them. Hence the first task of the delegates was to create strategies for the training of more educators in the field of distance education. This would accomplish (in part) by the use of distance teaching methodologies. A draft Distant Course for Correspondence Educators was therefore before delegates, for their consideration. Delegates were also asked to consider the possibilities of international co-operation in the field. This was a topic which would be raised at a conference to be held in Birmingham, United Kingdom, in November to mark the tenth anniversary of the Open University of the United Kingdom. It was therefore with pleasure that Mr. Adedeji announced that the German Foundation for International Development had granted funds to enable 6 delegates to attend this later conference. A further initiation might be the formation of a Network of African Open Universities, and delegates were requested to explore this proposal.

Appointment of Officers

The Conference next appointed the following delegates as officers:

Chairman: Mr. M.M. Kaunda (Zambia)

Vice-Chairman: Prof. Balchshish Singh (India)
Ato Girma Bayouh (Ethiopia)

Rapporteur: Mr. Greville Rumble (United Kingdom)

A Steering Group consisting of the above mentioned officers together with the following persons was then appointed: members of the ECA secretariat (Mr. S.I. Edokpayi, Dr. J. Hakemulder, Dr. J. Bukhala, Mr. C. Grey-Johnson), Dr. J. Heising (Federal Republic of Germany), and Mr. Pereira of Singapore.

Address by Professor Dr. B. Holmberg, Distant University, Federal Republic of Germany: "Distance Education, a concern for developing countries".

Although Dr. Holmberg had provided a paper, he spoke around it rather than to it in outlining some of the main characteristics of distance education, as he saw them.

Distance education is characterised by non-contiguous communication in which the learner and teacher are at a distance from each other. This distance emphasizes:

(a) firstly, the need for effective two-way communication between student and tutor, by a variety of means (tapes, face-to-face contact, and pre-eminently in writing), on a regular and organized basis, both to support the student and to correct his work;

(b) the preparation of courses (usually printed but also involving other media) suitable for self-instructional purposes. The courses might be self-contained, or study guides to other materials such as textbooks;

(c) although some applications ignored the possibilities of mass communication, the potential economies of scale which could be maped favour mass communication. However, this in turn had its dangers, since mass systems might not provide for a plurality of views.

Prof. Holmberg stressed the need for contact to be personalized - for there to be a conversational mode in the materials.

There was much prejudice as to what could or could not be achieved by distance education. It was clear that in the cognitive domain it was an effective means of acquiring knowledge, but had some limitations in the psychomotor domain. For example, one could not learn how to perform an operation through distance learning, although one could acquire knowledge of surgery. In the effective domain, effecting emotions and attitudes, there were also limitations. Face-to-face contact and television were better means of influencing people. Prof. Holmberg questioned whether distance educators should set out to influence their students. His view was that while this was acceptable, one should make explicit the effective study objectives of the programme.

A further question was that of student choice as to what should be learnt. Students would be limited by the academic regulations placed upon them, but conversely, the adoption of a modular approach to the curriculum would allow students to select the objectives which they wished to study.

Turning to the question of face-to-face tutorials, Prof. Holmberg saw these as a valuable supplement to distance methods. Necessary for laboratory experiments, he counselled against their excessive use since teachers facing a class tended to dominate and even supplant the materials which had been provided for self-instructional study. Tutorials needed to be integrated with other media, and this required planning.

The vital importance of rapid feedback on students' work (within 7 to 10 days) was stressed. Here, the telephone could provide a useful means of contact. However, even in systems using telephone contact, writing tended to be the main and most effective means of contact. It was inexcusable to have administrative procedures which delayed rapid feedback on students' assignments.

The cost-effectiveness of distance teaching was dealt with elsewhere. However, Prof. Holmberg questioned emphasis on unit costs per graduate. Many students did not want to graduate. To class students who did not do

so as 'drop-outs' was to miss the point that for many it was access to education rather than the qualifications arising out of study that really mattered.

In discussion a number of points were clarified. One particular question concerned recognition and acceptance of the programmes offered by an institution. Here it was suggested that there were different forms of recognition - by the State (in establishing an institution); by academic colleagues; by professional bodies; and by the students and their parents. Acceptance of a distance teaching institution might depend upon recognition of the quality of its materials; on the success of the institution, particularly if an open admissions policy operated; and on acceptance of the methods of distance teaching as valid and effective alternatives.

Dr. J.R. Hakemulder, ECA secretariat - Introduction to group discussions and to the structure of the conference

Dr. Hakemulder introduced the Provisional Agenda, which was before delegates. The possibility of making changes to the agenda was left open. This was something which the Agenda Steering Committee would consider. The agenda had a mixture of:

(a) plenary sessions before a named speaker;

(b) question and answer sessions before various panels, based on country or continental groups;

(c) group discussions, with the groups reporting back to Plenary Sessions at intervals. The aims of these groups are given below.

The secretariat's aims for the conference had been spelt out in papers to participants. Those were:

A. Action on country level

ECA aims at giving participants new ideas, plans, strategies, methods, etc. Therefore well-known scholars are invited from various parts of the world. Promotion of distant education:

1. To governments and institutions: ECA published UNECADE
2. To future consumers, students: Audio-tapes have to be prepared (ECA, Open University, International Extension College and BBC)

B. Training of Personnel

We need much more trained staff:

1. The face-to-face teaching way: seminars/workshops
2. Through distant methods: distant course for correspondence course writers (produced by ECA in collaboration with the International Extension College, Cambridge)

C. International Co-operation

We need to establish lines of communication and co-operation: Intra-African, Intra-Asian, Africa and Asia, and with overseas institutions.

D. Network of African Open Universities

ECA aims at the establishment of such a network with the assistance of an European (and Asian) consortium of distant teaching institutions. To fulfil our task we will have:

(a) plenary sessions;
(b) panels; and
(c) discussion committees.

The ECA secretariat proposed the establishment of three working committees to help achieve the aims of the Conference. These were as follows:

Committee 1: to analyse the experiences gained in distance education projects, and to consider means of promoting international co-operation at all educational levels;

Committee 2: to consider staff training and development in support of distance education projects;

Committee 3: (a) to discuss the role of the university in distance education, and
(b) to consider the possible formation of an African network of open universities. For this purpose the secretariat had prepared a draft paper.

Each committee was asked to appoint a Chairman and Rapporteur. A list of Committee members is given in Appendix 1 to this report.

Tuesday, 4 September 1979

Plenary Session

Address by Mr. G.W.S.V. Rumble, Open University of the United Kingdom
"Planning for distance education"

Mr. Rumble had provided a paper on planning for distant education, but he spoke around the paper, rather than to it. There was great diversing in the principles and practices of distant education: in the goals and objectives which institutions were trying to attain; in the methodologies and media mix employed; and in the operationalizing of systems.

The first stage in planning was to define the goals of the institution, relating these to needs. The UK open University had initially concentrated on undergraduate studies, offering general degrees with the aim of widening opportunities for access to higher education. This tactic had ensured its academic respectability. More recently it had entered the field of continuing education, and was providing courses aimed at community needs. The Allama Igbal Open University in Pakistan, apart from its academic programmes, had courses aimed at the rural masses in, for example, chicken farming and vegetable growing. The Universidad Nacional Abicrtz of Venenzuela concentrated on professional degree studies aimed at meeting the manpower needs of the nation, as defined in the fifth national plan. Goals, however, are frequently stated in generalized terms. Planners and evaluators generally want goals to be concretized as objectives. Many persons, however, welcome vague objectives because success or failure cannot then be measured. Mr. Rumble's view was that academic programmes need to be specified in detail in relation to each target group. The implications of objectives need to be modelled, the models taking into account, the range of strategic choices that are available in, for example, the choice of media, the use of other agencies which might undertake particular tasks on benalf of the distance education institution (such as the production of broadcasts or the printing of texts).

The availability of resources (buildings, equipment, staff, and time) have to be considered. Trained staff may not be available in the first place, and once trained they might be lost because the institution could not afford commercial salaries. This had occurred in Latin American ITV systems. The requisite skills may not be available in the country, and foreign agencies might have to be used. Thus Costa Rica's Universidad Estatal a Distancia sent its textual materials to Spain to raise the texts on film. Time too was a resource, not merely in the sense of rate of design and production of materials but also in terms of the implementation of a project. Thus, projects could be initiated as pilot projects, and they might never proceed beyond that stage: or they could take an incremental approach, with gradual growth allowing for modification in the light of experience; or they could be established on a large scale from the start. This last option was favoured in high technology projects where early achievement of economies of scale were felt to be important.

In the evaluation of strategic choices, academic, operational and economic factors all played their part. None could be predominate. All are inter-related. Once decisions on strategy had been made operational plans could be drawn up. These might cover project implementation, and here two key dates were important: the publication of the prospectus, which had to give basic information to students on courses, methods of study, fees and so on; and the start of teaching, when not only had materials to be ready, but distribution systems functioning and the tutorial system (if used) ready to work.

A second type of operational plan was the course calendar, which specified when major events would occur in the students' study (e.g. examinations, submission dates for assignments, dates of broadcasts) but which might also suggest when particular materials might be studied. Discussion at the end of the address classified the "pacing" nature of such calendars. The intention was to guide the student as to the rate of progress he might need to follow if he was to relate broadcasts (it on open air transmission and hence transmitted at fixed times) to textual materials (assuming there was integration

of media), and be adequately prepared for formal examinations. The course calendar, once established, would determine distribution and production schedules — themselves related to an assessment of production rates.

Once operational plans were established, they might be tested in a pilot project, or modelled. It is important that one of these two happens, if not both, in order to assess operational and economic capabilities. An important element of such models is student number forecasting. Thus in our institution modelling of student numbers on higher level courses had led to a very significant revision of tutorial policy.

The economic features of distance education were well known, being characterised by high fixed costs and low variable costs, as compared with conventional systems. The higher the technology, the higher the fixed costs. However, the low variable costs per student meant that at a certain point the number of students would enable significant economies of scale to be effected. Particular economies of scale could be effected by television and radio. On the other hand, language laboratories, computer-based teaching, and films gave little or no economies of scale. The choice of media depends in part on the geographical area to be covered, and in part on the audience size. Thus television is always too costly when catering for a small number of students. As a general rule the "little" media (using inexpensive equipment such as slide projectors, tape recorders, radios etc.) offered greater advantage than the "big" media (television, computer instruction) when small audiences were concerned. As an example of orders of magnitude, generally speaking fixed costs were much higher for television than for radio (of the order of 10:1), but costs could however be modified if existing facilities were used at marginal cost.

Planners needed to consider not merely the cost of a project, but who would bear it. Some systems charged students for materials, as well as charging fees. The total direct costs to students, added to indirect costs (e.g. student travel) should not be so high as to discourage target population students from applying — otherwise the whole point of a project would be lost.

There is evidence, when direct comparisons between conventional and distance teaching institutions has been made, that not only is distance teaching (given sufficient student numbers) a cheaper way of educating persons, but also as effective a way of so doing (that is, the learning gains of students in distance education projects can be as high as those in similar conventional projects). But, the achievement of economies of scale was not necessarily the prime objective, though it was important in many projects. Distance teaching could, by widening access to education, accomplish tasks which conventional systems could not do, and in very many cases this was what was worthwhile.

In discussion the relative costs of comparable systems was considered. It was possible (as at the State University of Colorado) to film lectures and distribute these, with support materials, to distance students at very little additional cost. Similarly, lecture notes could be distributed, as was the case in India, at very little cost. However, before comparisons could be fully drawn, some consideration needed to be taken of the suitability of such materials for distance, independent study; and, arising from this, of their relative efficiency as measured in terms of drop-out rates.

European Panel

Moderator: Dr. M. Kaunda (Zambia)

Members: Prof. Dr. B. Holmberg, Distant University, West Germany
Mr. T. Rekkedal, N.K.I. Skolen, Norway
Mr. G.W. Rumble, Open University, UK
Mr. R. Twite, British Council.

The attention of delegates was drawn to two papers describing the experience of the N.K.I. Skolen in Norway.

The Panel opened by asking delegates what the relevance of European experience was to the African and Asian contexts. The application of sophisticated or high cost techniques, or of open-ended study, might

be deemed to be inappropriate, whereas European experience of some aspects of administration, of the creation of scripts, and in some other specific technical areas might be felt to be appropriate. It was suggested that areas which needed consideration were the exchange of course materials and the training and exchange of personnel on a continental or inter-continental basis.

However, a major need was for distant education to be relevant to the needs of society. Questions concerning the applicability of materials transferred from other contexts on the advice of technical advisors, were raised. There was consensus that developing countries needed to define their own needs and seek their own solutions to problems. It might be and in some cases inappropriate, for example for developing countries to embark on formal education programmes such as those existing in the developed world. At the same time, the experiences of developed countries, and even the technologies used, might be either instructive or capable of adaptation to meet identified needs in developing countries. Hence, some of the most successful applications of radio had occurred in developing African and Latin American countries. Television could be a powerful medium for educational resources. Spare transmission capacity on TV and radio channels ought to be made use of — for when this occurred it would be at marginal cost. African countries needed to consider such possibilities.

Given that there was a need for an exchange of experiences, the role of panels within the present conference was discussed. The discussion in the present panel had concentrated on the applicability of developed-world techniques to the African context, However, the need was for information on systems in the developed world, so that African and Asian educators and planners could draw their own conclusions.

Discussion then centred on a number of topics. Amongst many observations made, the inapplicability of experience of distance education based on texts to litracy campaigns was noted; the degree to which comparisons of cost

effectiveness related to output of graduates was questioned, where there might be valid learning gains for dropouts who had not formally graduated; the need for distance education materials to evoke a response in students and not to put them off study by being over serious was raised. The use of study guides to existing materials, as against self-contained courses was raised and felt to be appropriate to higher education, where students' critical faculties needed to be developed. On the other hand, self-contained courses had advantages in situations where textbooks were in short supply or expensive. There was shared experience in a number of systems of the higher costs of teaching science and technology over arts subjects.

Wednesday, 5 September 1979

Plenary Session

Address by Professor Bakhshish Singh, Punjabi University, India:
"Distant Education in Developing Countries with special reference to India"

Professor Singh, in his capacity as President of the International Council for Correspondence Education, expressed the good wishes of the ICCE and of correspondence education in India to delegates to the present conference. He expressed the hope that his address would further the interchange of experience and ideas.

Distant education is economically viable and an academically sound alternative channel of imparting education at all levels for Africa and Asia especially given the constraints imposed upon the development and democratization of education by the inadequacies of educational structures and opportunities. Distant education therefore, has been recognized by policy makers and planners as having the potentials of supplementing both formal and non-formal education efforts.

Its development, however, is facing some difficulties such as the competition it faces from the more acceptable traditional systems, the reluctance on the part of policy and decision-makers to accord enough priority to it; and the near apathy shown to it by traditional institutions. In addition, there is the lack of physical and human resource facilities especially in the areas of administration of distant education.

Efforts recently have been directed to providing vocational and inter-disciplinary courses. To facilitate the development of distant education along these lines, it is necessary for distant education to be run outside of the conventional institutions and be operated within what is now understood as the "Open" university system. This would ensure that distant education does not become a poor replica of traditional universities.

In India where the pre-independence situation encouraged the education of the elite which constituted a small proportion of the population and where the post-independence demand for education proved impossible to be met

by the existing educational structures, it was imperative that India would have to resort to distant education methods to respond to the growing demands for education. At present there are 24 distant education institutions offering a wide variety of courses. In addtion certain universities offer some of their courses through distant education methods. Others are offering vocational and job-oriented courses. Their targets include, drop outs, those who are in remote areas, those who would rather not enter a traditional institution and those who simply wish to acquire knowledge In addition, the prevailing economic conditions have encouraged a great deal of people to want to earn and learn simultaneous.

Syllabi and examination systems for correspondence students and for regular students are the same so as to avoid discrimination. A committee has provided guidelines for distant education systems to ensure that its quality is not only maintained but also improved upon. One such recommendation is that the teaching staff of the university be made to offer their services to the correspondence course institute. This has created difficulties because staff would prefer to stay within their faculties.

Course material is prepared by teachers drawn from different universities and colleges. The lessons are scrutinized before printed for distribution about once monthly. Each student receives approximately 25 lessons for each course. For feed back and assessment of progress and quality of lessons, students are requested to return about 20 response sheets. This system does not seem to be working very efficiently because responses are relatively few. To supplement the efforts of correspondence education, most correspondence cause institutes organise personal contact programmes (face to face teaching) to allow for better feedback and cross fertilization of ideas. The percentage of students at the undergraduate level to attend these programmes, is for a variety of reasons, between 20% and 50%. The post graduate students must attend one 2-3 day orientation programme and two 10 day personal contact programmes.

In addition to all of these, there are radio support programmes to which the Punjabi radio assigns six days a week for the university distant education programmes. The only limitation to this is that not enough teachers have training in radio teaching. Seminars have therefore been organised to upgrade skills in this area.

Library facilities are also available within the correspondence education institutions and are open to students who would wish to utilize these facilities. Some institutes provide postal library facilities.

Policy matters and funding responsibility of correspondence education rest with the Ministry of Education, the Planning Commission and the University Grants Commission. These are various systems devised to ensure that correspondence education institutions receive adequate funding. The overall aim is to have 30% of higher education students registered on distance education courses.

The staffing situation includes teachers, administrators, an expert advisory committee, the Directorate..

In conclusion, the Indian experience has shown that among other things, distant education institutions should not be placed in a position where they are, as in India, too strongly controlled by ministries or other bodies, and they should be allowed great flexibility in programme formulation and designing and possibilities of initiating innovation to respond to clearly defined national educational needs. They should have the in-built capacity to deliver training, both in-service and refresher for their staff, and in collaboration with other correspondence education institutions. This collaboration should extend itself to preparation of course materials and instructional materials.

Discussion

The ensuring discussions revealed that the Tunisian experience had found an answer to the problem of poor responses from students in that country, students who fail to respond are required to refund to the Government the tuition fees payed for them to the correspondence institutions. Similarly, personal contact problems have been taken care of by teachers going out to meet their students.

Thursday, 6 September 1979

Report from the Steering Committee

The Conference Steering Committee reported that it had agreed on certain changes to the provisional agenda as follows:

Date	Time	
Friday 7 September	4:30-6:00	Plenary Session on "Sharing of distance educational materials" brought forward from Saturday morning.
Saturday 8 September	9:00-12:00	Programme as announced cancelled visits (in groups) to the mass media centre and the Adult Education Centre were being arranged.
Wednesday 12 September	11:00-6:00	No change, but it was emphasised that the three committees should have prepared draft reports for consideration by the Plenary Sessions on the day.
Thursday 13 September Hilton Hotel - committees to agree their own meeting times		Proposed programme changed. In the light of comments made at the Plenary Session, the groups to revise their reports and deliver them to the Secretariat by the evening.
Friday 14 September		(a) Group meetings of the Asian, African and European participants, at the Hilton Hotel. The AACE meeting would need to be arranged to be arranged earlier, since its Chairman was able to attend the Conference only for a short time.

(b) Conference Final Report: drafting committee to finalize proposals for Plenary.

Saturday 15 September 9:00-10:00 Cancelled

10:00-12:30 Final Session. Approval of outcome from the conference.

3:00-5:00 As previously arranged.

First report from committees to plenary

Report of committee 1: Analysis of experiences and co-operation

Chairman: Mr. R. Mwakatobe, Tanzania

Rapporteur: Mr. B.C. Marumo, Botswana

The committee's first interim report is reproduced elsewhere.

Report of committee 2: Staff training and development

Chairman: Dr. M. Fagbulu, Nigeria

Rapporteur: Prof. K.V. Sivayya, India

The committee's first interim report is reproduced elsewhere.

Committee 3: The role of the University in distance education and the proposal for a network of African universities

Chairman: Prof. B. Singh, India

Rapporteur: Dr. P.A. Mwaipaya, Zambia

The committee's report is reproduced elsewhere.

In discussion:

1. it was felt that the committee might consider ways in which universities might help private and/or commercial correspondence/distance teaching institutions.

2. it was felt there was a need for diversity of approach and an element of competition between institutions, since this acted as a spur to the maintenance of standards

3. there was a need for national norms or performance criteria for distance teaching institutions, and for consideration as to whom might set these

4. that the work of committee 1 and 3 on co-operation (in respect of the proposed African network) be co-ordinated.

5. that which it was proper for the committee to wider its outlook to consider distance teaching institutions, it also needed to consider the role of distance education in the work of universities. How could the suspicion of universities be overcome?

Address by Dr. W.A. Jayawardana, Director, External Services Agency, University of Sri Lanka: Distance education in Sri Lanka

Dr. Jayawardana had prepared two papers:

1. The Open University System - a suggestion for Sri Lanka
2. Proposal for the establishment of an open university system in Sri Lanka.

Bud Buddhist philosophy emphasises the equality of persons and the development of the personality. There is as a result great popular pressure for educational equality and the provision of opportunities for access. These sentiments have dominated post-independence (1948) education in Sri Lanka. In the higher education field there are now 7 conventional universities with some 20,000 students (annual intake: 5,000), but to meet demand three institutions have been founded, in addition to private correspondence colleges:

(a) The External Services Agency (founded 1972) took over the extension programmes previously attached to the universities. It has some 35,000 students (annual intake: 10,000). Students are school leavers with appropriate qualifications for entry to conventional higher education for whom there are no places, and persons in employment wishing to continue study. It offers courses in a number of subjects (arts, science, economics, law) but has until recently not given any support to students, who were merely registered and examined. More recently, radio broadcasts and face-to-face sessions in local centres had been introduced, and there is a distinct-based library service.

(b) The Institute of workers education (founded 1975), had 700 students in 1976 in evening classes based on 3 traditional university campuses. Students, who are workers selected by the trade unions with minimum schooling to grade 7 level, are required to take a foundation course (1 year) and if successful can go on to take a diploma (2 years) and thence a degree. The Institute caters for a very small percentage of the working population.

(c) Sri Lankan Institute of Distance Education (SLIDE) (founded 1976), it has 5,000 students on courses leading to diplomas in Science, Mathematics, and Management Sciences. It usescorrespondence texts, face-to-face teachings and counselling, and cassettes. Rapid expansion of the system was planned.

Recently (1978) the Government has established the Sri Lankan Open University (SLOU). Initially this institution will concentrate on certificate and diploma courses, and courses of a vocational nature. It is planned that SLIDE and the External Services Agency should be incorporated into the SLOU, but integration of the latter would be difficult to attain immediately given the large number of students in the service. Courses are planned in management

studies, science, mathematics, educational studies, languages (especially English), technical and vocational studies. SLIDE's existing regional facilities will be expanded.

The SLOU faces a number of problems:

1. lack of resources (financial and personnel)
2. the fact that teaching is undertaken in three languages of which English and Tamil are minoring languages.
3. the students currently assigned to the external services agency will need to be catered for in the interim period
4. the lack of well-trained staff in communications technology.

However, there are advantages:

1. the acceptance of education as a life-long requirement for personal growth, and awareness of the value of education, in Sri Lanka
2. Sri Lanka's high litracy rate (nearly 90%)
3. the demand for education and eagerness to profit from opportunities
4. the compact size of the country, with a fairly well-knit transportation system and relatively good postal system
5. the existence of a fairly extensive infrastructure at governmental and voluntary levels.

Distance education is clearly established in Sri Lanka. It will not be applied to secondary education (already well catered for) nor to the post-graduate level (too expensive) or research (at least for the present). However, it offers the best way of meeting the demand for post-secondary qualifications, and for technically and vocationally trained personnel. The SLOU will need to co-operate with existing universities in order to make best use of the available manpower, which is in short supply.

Address by Miss Therese Shak, Caritas Adult Education Centre (CAEC), Hong Kong

Miss Shak had supplied copies of some materials on CAEC for delegates, and copies of some course materials were available for inspection.

Hong Kong, 404 square miles in extent, has 4.7 million inhabitants. Of the population aged 15 or more, half a million are illiterates and 42% received education only up to primary school. Free education at secondary level to age 15 was only introduced in 1978.

Caritas International is a federation of Catholic charities, each of which is autonomous under the bishop of its area. Caritas, Hong Kong began 25 years ago, and works in the fields of medicine, social work, and education. In the field of education, its aim is to provide facilities in areas not covered by the Government of Hong Kong (adult education, vocational education, education for handicapped persons, and education at kindergarten level). In its adult education field, it had 28,000 students in 1978 at 27 schools. Financed through fees, it charges different fee levels for the same course at each of its centres, so as to minimize the disincentive of fees to those of its target population who come from socially and economically deprived areas. Purposely, CAEC stresses the multi-media approach it has taken, in order to avoid the stigma given to correspondence courses by some commercial correspondence schools in Hong Kong. It uses cassettes, radio and face-to-face, correspondence and telephone tuition. TV is not used because channel access tends to be determined by the head of the family, and ignores the needs of the student. There are high radio and telephone ownership rates in the colony. Course writers decide which media to use. CAEC had very useful links with Radio Hong Kong. Student study groups has not been made great use of, in spite of the density of population, because of a lack of accommodation.

CAEC hopes to establish studies in the near future. It wants to be subsidized by government, so that fee levels can be brought down. At present, it has a 20% budgetary deficit which has to be met from fund raising campaigns. It also faces problems because texts are often not available in Chinese; because it can not afford to train its authors; and because of its high staff turn-over.

Asian Panel

Moderator: Ato Girma Bayouh, Ethiopia
Participants: Prof. R. Crocombe, University of the South Pacific
Dr. W.A. Jayawardana, University of Sri Lanka, Sri Lanka
Miss Therese Shak, CABC, Hong Kong
Prof. B. Singh, Punjabi University, India

Delegates drew on matters that had been raised in the presentations by Dr. Jayawardana, Miss Shak and Prof. Singh.

The use of media and/in particular radio provoked considerable discussion. Experience in the University of the South Pacific (USP) shows that radio (and particularly side-band 2 radio) is a useful adjunct to correspondence teaching in stimulating the students. It is wasteful to use media to deliver lectures. The content of lectures can be better purveyed through print. USP uses a satellite only because of the distances covered by the University, which has students in 10 countries as much as 6,000 kilometres apart. Radio two-way communication is used to provoke discussion on a weekly basis after the students have (1) read the texts; (2) met a local tutor at a local centre, and (3) in the case of some courses, done a small assignment, which has the purpose of concentrating their minds (some courses have assignments every 2 or 3 weeks). Discussions usually linked students in 2 to 4 countries. This is found to be the optimum link up, since inter-country dialogues can develop. Where only one country is linked to the tutor, the latter tends to dominate the session, while if all countries are involved, discussion becomes very difficult. USP uses its satellite because it has been provided free of charge; otherwise it would have been too expensive. It does not use the TV potential of the satellite for cost reasons. There is grave danger that the use of technologies, and particularly expensive ones, will be seen as automatically improving the teaching. USP does not believe this to be the case. The experience of Hong Kong, Sri Lanka and India also showed the value of radio, which was very flexible in as much as persons can tune in on battery operated sets very easily. It is thought to help remove the feeling of isolation between tutor and student, and it also has spin-off effects in advertizing courses; and in being of benefit to casual listeners. However, the transmission times given to institutions are frequently at poor (non-peak or even marginal) times.

There is as yet little experience of drop-out rates. In India, drop-out is a problem, even in conventional universities. In Punjabi University, every effort is made to minimize it. Thus, students are encouraged to complete a course, even if they do not intend to sit the examination, since completion gives them the opportunity to sit the exam at any time in the next three years. It is also thought that the incentive of working for a degree results in a lower drop-out rate.

Finally, delegates discussed the role of continuous assessment. It was felt that its use inculcates study habits in students. The Zambian project depends on continuous assessment, for this alone shows how the student is progressing. Continuous assessment grades count for 50-60% of the overall course grade.

Friday, 7 September 1979

Plenary Session on the sharing of distance education materials

Moderator: Professor R. Crocombe, University of the South Pacific

Panel: Dr. J.K. Ansere (Ghana)
Dr. W.A. Jayawardana (Sri Lanka)
Dr. O.P. Kulshreshtha (Sri Lanka)
Mr. D. Skar (Norway)
Mr. R. Twite (United Kingdom)
Mr. H. Wali (Nigeria)

Members of the panel and delegates were without exception in favour of the possibility of sharing educational materials. However, the discussion drew out the many practical problems involved.

The exchange of material from one culture to another, or from one environment to another even though there might be much in common - culturally speaking, through up all sorts of problems. Examples used to illustrate themes might be inapplicable out of the original setting. Generally speaking, interchange across cultures was easier at the tertiary education level, and became more difficult as one moved down the age range towards the primary level, where it was most likely to be inappropriate. Materials might have to be adapted or partially redesigned. For example, graphics might need to be redrawn. Such alterations could be expensive, and at the extreme adaptation might be as expensive as production of purpose-built materials. There were examples of fairly successful use of foreign materials (eg. the use of UK/BBC films on the teaching of English in Mauritius, and the use of Dutch Phillips materials in Sir Lanka). At times the existence of readily available audio-visual materials affected curriculum design, rather than vice-versa. Although one aim of education was to transmit the heritages of a society from one generation to another, the problems of cultural differences did not always arise. In Ethiopia there was a project to prepare a series of films on other African countries. Here the problem was not one of cultural difference, but of finding suitable indigenous materials to make use of.

The use of materials produced elsewhere could be particularly expensive if translation was involved. There were also human problems to overcome. Academics frequently felt that they could do a better job, and if adaptation was involved, costs would rise. Producers and directors had a professional interest in production, and not in identifying suitable pre-existing materials. The cost of copyright had to be considered too. However, knowledge of what had been produced elsewhere was always valuable, since it could give ideas to course writers and producers/directors. The difficulty was to know what was available. Not many institutions had the sophisticated sales machinery of the United Kingdom Open University.

There was thus an urgent need for some mechanism which could pool information on materials. Although some scepticism was expressed as to the feasibility of so doing, given the costs involved, and the large bulk of materials produced by many different institutions, the International Bureau of Education (IBE) in Geneva had an unsurpassed collection of materials on distance education, much of it drawn from the International Council for Correspondence Education. However, institutions would need to make their materials available to the IBE if the IBE were to serve as a local centre. The IBE would also need approval from its governing machinery (the Ministers of Education of all member countries of UNESCO) if it were to expend money in this area. The International Council of Correspondence Education (ICCE) was affiliated to UNESCO as a category B institution, and hence had certain advantages. It could therefore approach UNESCO, or an approach could be made directly to IBE. The conference was lucky in having the presence of Professor B. Singh, President of ICCE.

It was reported that the United Kingdom Open University was trying to establish an International Institute of Distance Education Institutes, one of whose functions was to have an Information and Resources Centre. Further information on this might be made available at the forthcoming conference in Birmingham, United Kingdom.

Conference resolved to establish a committee to consider the issues raised and to bring forward a paper to a plenary session. Dr. Kulsheshtha, Professor Singh, Mr. Twite and Mr. Wali were appointed members of the Committee.

Co-operation in other fields was also discussed. The joint use of hard ware was possible, although there were attendant problems of access to equipment and facilities at the times most required by users. The interchange of non-academic documents (eg. annual reports, research and evaluation reports) was felt to be most useful, as was the interchange of personnel. Joint production ventures might also be valuable cost-saving devices. The experience of the United Kingdom Open University was that these worked best where close personal contact could be maintained. It might be possible to develop common draft materials, and introduce changes at final draft stage to reflect local requirements.

Monday, 10 September 1979

Vocational and Technical Training through Distant Teaching Methods

ILO: Module Employable Skill

Mr. J. Palmer, ILO

An ILO paper was presented on this subject. The presentation began by giving a brief description of the existing structure at ILO Headquarters, which permitted vocational and technical training programmes to be developed for delivery to ILO member countries.

It explained that one effective means of providing vocational and technical training which was being developed by ILO was what is known as the Module Employable Skill (MES). This concept entails the development of global occupational profiles which represent the sum of all the tasks needed to be performed in a given occupation. The skill analysis which the construction of a profile calls for, makes it possible for all the learning activities necessary for the occupation, and all the learning elements involved to be specified.

The concept of MES is therefore quite amenable to Distance teaching methods in that it is designed for individual study; television programmes, sound slide packages and individual study materials could be developed for MES objectives. The cost of developing MES materials is high, therefore care should be taken to ensure that its effectiveness is also high. This calls for sound planning, feedback and evaluation.

The target group for MES training is invariably, the already employed working population especially in rural areas who need skill-upgrading. Distant teaching methodology is therefore the most effective means of reaching them.

Sri Lankan Institute of Distant Education

Dr. O.P. Kulchestra

Dr. Kulchestra then gave a presentation explaining the experiences with distant teaching at the Sri Lankan Technical Institute. The Institute, where technical education through distant teaching has been developed, was set up

to provide higher education to people who failed to get it earlier or, in mathematics, science, electrical technology, electronics and telecommunication technology. Civil and mechanical engineering courses are to be started shortly.

The main difference in the Institute's working methodology is that, being science and technical-oriented, the courses call for laboratories and workshops to be set up to provide practical training to students. Three laboratories have been built and each student is required to spend three weeks per year to complete experiments and practical assignments. A counselling and library service also exists and is being developed.

Technical courses were chosen and designed by various committees and subcommittees. The main feature of the technical course is that a worker, already engaged in industry and with very basic formal education could reach the standard of a fully pledged engineer in eight years of study. Those who succeed in their studies are eligible for promotion in a system that has assisted the Institute to gain prestige, recognition and wide publicity.

Writers and editors are generally drawn from external personnel, the university and national consultants. The students themselves spend about 10% of their study time in face-to-face contact with their instructors. This amount of time, for technical education, has been found to be inadequate and is to be increased to 20%. Three regional centres are therefore being set up to make possible, the increase of this contact time. They will also allow practicals to be done more completely and more efficiently. At the moment, practical work includes individual learning through films and slides available at the regional centres.

In the experience of the Institute, the cost of technical education is about five times higher than for general education. This is so because of the need for more laboratory and workshop time and more face-to-face contact. Nevertheless, though distant teaching, costs are lower than what they are in traditional formal education. The technical manpower category for which programmes are most cost-effective are found to be the middle-level ones because of the numbers generally involved, their high motivation and the shorter time needed by their training for practical and laboratory work.

Overall, the programme has been highly successful in the sense that it has provided and upgraded skilled manpower needed by industry, encouraged greater efficiency and in turn has received necessary support from industry.

Distant Education in Zambia

Moderator:	Dr. B. Oguntonade, Nigeria
Panel:	Mr. M.M. Kaunda, University of Zambia
	Mr. T.H.B. Miyanda, National Correspondence College
	Dr. P.A. Mwaigaya, University of Zambia
	Dr. S.D. Ndlovu, University of Zambia
	Mr. D.N. Okunga, University of Zambia

Dr. Miyanda of the National Correspondence College (NCC) opened the presentation by describing the work of the NCC. The NCC's foundation in the immediate post-independence period could be seen in the context in which only 2% of the population had any form of secondary schooling. Starting on a small scale with about 250 students, mainly adults in gainful employment taking courses in Mathematics, English, History, Geography, Health Sciences and Civics, the NCC had expanded to offer GCE 'O' Level subjects in 1967, and now has some 33,000 students. This could be divided into three groups:

(a) referred students: that is, those who have failed some of their subjects in their seconday school exams, and who are referred to the NCC to take these subjects prior to matriculation

(b) adult students studying at junior school level or GCE 'O' Level, on an individual basis

(c) juveniles for whom secondary school places are not available, and who therefore enter to NCC's supervised study group programmes.

In addition, the NCC's courses are supplied to class teachers on request for use in conventional schools. The NCC has 167 local centres. The college despatchs study materials to the centres together with a student study time-table. Each local centre has a supervisor who distributes materials to students: looks after discipline in the centres; prepares termly reports; and maintains a record of students' grades. Students' work is sent to the NCC for evaluation.

Dr. Ndlovu then introduced two papers. The first 'Principles for the Development and Evaluation of a Distance Teaching University: A guide for Developing Nations' stressed the need for systematic needs assessment to underpin the development of distance teaching institutions, and the formulation of their objectives. Well formulated objectives were a sine qua non for evaluation, since only thus could one judge whether an institution was attaining its purpose. The need for formative evaluation aimed at institutional improvement was stressed. It was not good enough to wait until the end of a project, and then carry out a 'poste-mortum' in the form of summative evaluation.

Dr. Ndlovu then spoke to his paper on the 'Development and Administration of Distance Education: The University of Zambia Experience'. In 1963, just prior to independence, a Commission on the development of the University of Zambia proposed that the University establish a correspondence education department. This occurred in 1967, two years after the University was founded. The Correspondence Studies Department (CSD) was based on the New England, Australia model. There were some problems in getting the Department accepted by the largely expatrate staff of the University. The CSD is an administrative unit which depends on faculty staff to write lessons and teach distance learners. Indeed, all faculty staff are required by contract to teach all categories of student - full- or part-time, or students studying at a distance. CSD students read the materials sent them, do assignments which are marked by the lecturers (and which count for 50% of the final grade) and do a final exam (50% of final grade). Lecturers comment to the students on their work, but no model answers are provided. Students who do not complete formal assessment are allowed to withdraw from a course and re-register at a later time, rather than being categorized as failures. Most students are adults and in employment. The education they receive

contributes to their job improvement and to the needs of the nation. There are students who have sat for their examinations in countries in all continents. The course materials prepared for CSD students stress the learning objectives to be achieved, and item analysis is used to see if the teaching or questions asked of students contribute towards the achievement of learning objectives. The organizational and decision-making structures of CSD are described in the paper.

CSD makes use of the local centres originally established for the National Correspondence College. The residential tutors at these local centres give advice to CSD students on administrative matters, but do not tutor them. CSD students do however attend the campus of the University of Zambia once yearly on a residential course. Local centres have yet to be equipped to the degree which CSD staff would like them to be equipped. Some books are available at the centres, and the University bookshop also reserves books for CSD students. It is hoped to introduce radio at some time in the future.

Students of the University are not necessarily either full-time campus-based or learning at a distance. There is considerable interchange. The unit cost for students studying at a distance is Zambian Q 500 as against Q 2500 for full-time students. Thus distance study represents a considerable saving on costs, and this is an argument for its extension. There was a need for distance study to be recognized and accepted as a viable alternative to full-time study within the African context - as had happened in the USSR. There was no reason why, for example, students studying at a distance and with jobs should not get paid educational leave to attend the University full-time should this be necessary, or for attendance at examinations. This occurred in Zambia.

The University of Zambia, which normally required 'O' level entrance qualifications in 5 subjects, had a Matured Entry Examination to test applicants without the formal entry qualifications.

A very real problem is the manpower needed to support the various programmes of the University. There are considerable problems in recruiting lecturers and it is not possible to expand departments at the desired ratio

of 1 lecturer for every 50 correspondence students. Lecturers are therefore overburdened. Where part-time staff are contracted there is always a danger that they will let one down. The University tried to guard against this by having a team of subject specialists supporting the CSD students, but real difficulties are being experienced in this area.

Tuesday, 11 September 1979

Experiences with Distance Education in Lesotho

Moderator: Mr. T. Dodds,(United Kingdom)

Panel: Mr. A.T. Chele, Lesotho Institute of Further Education (LIFE)

Mr. M. Moshabesha, Institute of Extra-mural Studies, National University of Lesotho

Mr. T.H. Shale, Lesotho Distance Teaching Centre, Ministry of Education

The presentation began with a description of the activities of the National University of Lesotho's Institute of Extra-mural Studies. The Institute was set up to respond to Lesotho's needs for skilled manpower, by designing and delivering programmes for off-campus students in areas such as business studies and management. The programme provides diplomas and degrees and courses are planned by the academic faculties of the University. A part-time studies committee advises the University on the running of the programme. There are at present about 120 degree students and about 400 diploma students.

All students are part-time and receive face-to-face tuition at a centre, 35 miles away from the University. Instructors come from the regular university staff and the degree course lasts six years.

There followed a review of the work of the Lesotho Distance Teaching Centre. The justification for the creation of this centre in 1974 is based on the need for educational opportunities to be provided to disadvantaged groups such as drop-outs, push-outs and never-beens as well as on the need for the working population to have their knowledge and skills upgraded.

The Centre's overall objective is therefore to provide education to the majority of these people, who happen to inhabit rural areas, through distance teaching techniques. The latter include correspondence, cassettes, slides, tapes, etc. Although the correspondence methodology is directed at supplementing formal education, it receives low priority at the Centre because it is expensive, restricted to a small minority and only soothes the problems of lack of skill, alienation, and all the other economic and social difficulties which formal education creates in Africa. Distance teaching for non-formal education is therefore the area of emphasis of the Centre. This is so because the Centre realizes the need for functional education and occupational skills to be provided to the greater number of people. Besides, non-formal educational programmes attract much more easily the interest of donors.

The Centre has an in-built research unit which researches on educational needs of rural people and on the basis of its findings the Centre proceeds to design programmes, pre-test them, monitor their application and evaluate their impact.

Important areas of activity include literacy and numeracy. An on-going pilot project is the well-kown "Herdboy" project. Last year there were 230 boys receiving literacy and numeracy education in the project. They are assisted by animateurs known as group leaders. There are boys who are themselves, herdboys, but also have received a minimum of seven years of schooling. The teaching material is self-instructional designed to provide basic literacy which would after 8 months allow the user to continue with independent study. The method has been so successful that it has now been adapted for use in mines, prisons and homes. The literacy course is supported by newspapers and booklets on various subjects.

The ensuing discussions clarified points pertaining to the entry requirements for freshman into the IEMS diploma and degree programmes subject structures, course offerings, success rates and reasons for them, recognition of certificates, diplomas and degrees. The LDTC reaches 400 people in their formal programmes. These include secondary school students and unqualified teachers. In the rural areas many people are reached through the Centre's non-formal education programmes, but the extent of their success is yet to be fully evaluated.

Plenary Session

Development of Distance Education in Nigeria

Moderator: Mr. D.N. Chunga (Zambia)

Panel: Dr. J.A. Akinpelu, University of Ibandan, Dept. of Adult Education
Mrs. Clara Leton, Federal Ministry of Education
Dr. C.H. Oguntonade, Correspondence and Open Studies Unit, University of Lagos
Mr. H.S. Wali, National Teachers Institute

The Role of the Federal Ministry of Education

The Federal Ministry of Education controls (where appropriate) and co-ordinates the work of the 19 States Ministry of Education catering for 80 million of persons. Education by correspondence education is seen as an important path towards education in Nigeria for those who cannot have access to traditional education. A large number of foreign commercial correspondence colleges and indigenous private correspondence colleges had sprung up. In February 1977, by Decree No. 11, Educational Correspondence Colleges Registration Decree, the Federal Ministry of Education is empowered to accredit or close down correspondence colleges on the basis of an assessment of their standards. Following visits to the United Kingdom Council for the Accreditation of Correspondence Colleges in London and extended visits to the United Kingdom correspondence colleges, the Correspondence Unit of the Federal Ministry of Education drew up procedures for assessment of colleges. It also did a preliminary study of colleges in Nigeria which showed that of some 70 identified correspondence colleges only about 17 seemed to be satisfactory, and many had no physical presence at their stated address. By a Decree of 29 July 1979, all correspondence colleges (indigenous and foreign) operating in Nigeria must be registered within 6 months or cease to operate. The Unit will continue to monitor the course materials produced by colleges all of whom will be required to re-register every 3 to 5 years. Colleges, which can award their own certificates of course completion, are encouraged to prepare students for existing and recognized examining boards. The aim is to phase out foreign correspondence colleges in due course, but foreign correspondence colleges with a home-based accreditation body (and which have been accredited by it) will be able to operate; those without an accreditation body in their own country will have to be accredited by the Nigerian Unit.

National Teachers Institute (NTI)

In 1974, the Government adopted the aim of universal primary education by 1982. A start was to be made on this programme by 1976. In 1974 there were 130,000 primary school teachers of which 75,000 were untrained (54%). By 1980, there will be an estimated 340,000 to 360,000 primary school teachers, out of which 180,000 (up to 70%) will be unqualified. To solve the problem of unqualified teachers, a special distance education institution was established (the NTI) to solve this problem. NTI works through field centres which are responsible for the distribution of materials. Each field centre has a number of study centres to which teachers are attached. These field centres generally exist in traditional Teacher Training Colleges. Most States have now established Field Centres or Field Offices, and many have begun to set up study centres. The States select the teachers to be trained on agreed criteria. Pilot projects are now operating in 7 States, and the NTI has produced a preliminary course to enable grade 2 teachers to be upgraded. NTI is an autonomous body with a council upon which are representatives of many educational sectors in Nigeria. The aim is to begin field work as soon as possible, but materials production must be speeded up. Courses are prepared by the NTI and tested before use. They are in English, Mathematics, Science and so on. Television is to be made available to the NTI. The NTI has a good printing capacity. Its course writers are graduate teachers with 10 years experience. The characteristics of the target population is to be researched. Some feel that the task before the NTI is too great for a single institution, and that it should be decentralized to the 19 Field Centres. This is under consideration.

Department of Adult Education, University of Ibadan

Established in 1949, the Department offers model adult literacy classes and extra-mural studies to good students, as well as conventional programmes. The need for distance education in Nigeria, with only 15% of qualified applicants admitted to universities in 1977, is evident. Lack of funds has stopped the development of a distance education programme in the University, but certain policy decisions have been taken. Students on the programme must satisfy the same admission qualifications as conventional students. The degrees which the University plans to offer will be taught by the same academics (who can participate or not, as they wish, in the programme, for which participation they will be paid). Additional staff will be at the ratio of 1 to every 40 correspondence students. Arrangements for students and tutors to meet at study centres, and to attend a month's residential course, will be built into the programme. Correspondence texts

will be supported by tapes, and hopefully broadcasting in the end. A mobil library will be set up and the other Departments of the University would have an autonomous right to participate or not in the programme.

Correspondence Study Unit, University of Lagos

The University, established in 1962, was charged with running programmes for both full-time and part-time students, catering for the needs of society. COSU has not been able to start on non-formal educational programmes as yet, for financial reasons, but it has now BSc. (Education), BSc. (Business Administration), BSc. (Accounting) and a Postgraduate Diploma of Education programmes, with an LLB and a B.A. (Education) programme planned. COSU teaches by course texts, radio and face-to-face tutorials. Materials are sent to study centres by courrier service to 14 study centres. Students meet at centres approximately every 3 weeks. There is a residential course on vocations. Radio is in the initial stages of use.

Course texts have self-assessment questions, and students do written assignments and examinations at the end of the year. The main problems of COSU are financial, and getting course writers from other universities to help in preparation of materials.

Wednesday, 12 September 1979

"How Do We Develop Distance Education in Africa?"

Moderator: Prof. O.P. Kulshreshtha, Sri Lanka

Panel: Dr. J. Ansere, Ghana
( )
Mr. B.C. Maruso, Botswana
Mr. N.Y. Mwakatobe, Tanzania
Mr. K. Noyau, Mauritius
Dr. A. Sahnoun, Tunisia

Mauritius College of the Air (MCA)

Mauritius is an island of 720 sq. miles with one million persons. Nearly everyone goes to primary school. 90% of secondary schools are private, of which most are run on commercial grounds. The University caters for the needs of development and has resisted the development of courses not related to the needs

of the country. Education was made free by a 1976 Government decree. Distance education methods are used to provide opportunities for those who cannot go to school; it also provides courses for use in schools where standards are not as high as they might be. Mauritians own about 80,000-85,000 television sets, and radio sets are widely owned. Radio and TV sets have been put in schools using MCA courses. The schools opt of their own accord to take MCA courses. MCA began in 1973 and this to provide for the schools courses which will meet their needs. In 1973, MCA reached 23 schools. In 1974, enrolments went from 3,000 to 10,000 at which stage a plateau was imposed. In 1976, the Institute of Education began and soon provided courses in schools to replace the largely imported textbooks. This meant the MCA began to lose its custom in the schools. It provides courses in English, Human Biology, Biology, Mathematics and French. It also provided for a while courses in subjects such as wood-work.

MCA began with Government blessing, but found its work in schools taken over by the Institute. Moreover, MCA also wanted to develop non-formal education. From the start, with an element of correspondence education, and using NEC (UK) courses for 'A' level students, it had a small number of correspondence students. MCA provides courses at the request of firms, creating new courses or adopting courses for the teaching of English. This has been successful. MCA is to prepare a course for telephonists/receptionists. MCA uses the BBC's English by Radio tapes to have a course in English for business purposes (700 students). MCA has access to free radio and the course materials too are free. MCA has an eaves-dropping audience. Television is used mostly for English language, but also for French and Biology - using mainly imported with some local materials. A small film section has been created.

MCA is also looking at the needs of primary school teachers for a course in French (300 students); courses to persons taking 'O' levels (350-400 students who had failed school certificate but were interested in taking 'O' levels in English, Human Biology, Biology, Chemistry, Physics and French). MCA also gave careers advice to these students in a full-day face-to-face session.

Recognition of distance education has had to be struggled for. Use of the media has been important in attracting attention to what MCA does - particularly where the media reflects local development needs. MCA is publicity conscious, which is important. When MCA started it was difficult to get students because MCA was unknown. MCA's success in its courses stems from the fact that it had to

try to capture the market, led to experimentation in its courses and areas of operation. Finally, there is the question of size. If one is small one is overcovered and looks like a "shoe string" organization. Generally, distance teaching institutions have to come in and find a place within the existing structure of traditional education. When MCA begins a programme, it co-operates and discusses its policies with other institutions in the field.

Tunisia

Distance education is not very developed in Tunisia. About 25% of the population has been to school. About 35% of the budget is devoted to education. Distance education is used to overcome specific problems rather than have a national policy. The Radio and Television networks have organized courses, as have some commercial and government agencies. There is no overall strategy.

The National School of Administration in Tunisia organizes courses for those who have not passed higher school certificates and want to enter an administrative career; courses of in-service training, prepared by experts or NSA or university teachers, to help in promotion prospects of staff. The courses are modularized and each section has assignments for students to do. However, only about 10% of the students are sent for assignments.

Most of the problems in Tunisia are familiar. The teachers are unused to the methodology; editing and communication problems are found; production problems; the lack of student-tutor contact; and a lack of resources. Tunisia has requested ECA's help, which sent a very helpful mission. Improvements in administrative areas - an explanatory brochure was prepared to help students; student statistics were prepared. This has helped. Also, there have been changes to course layout and structure.

An evaluation and assessment of 600 students was carried out. 57% of students want to maintain French as the language of instruction. 30% felt the courses were difficult; 62% had to resort to dictionaries. The presentation of the courses was felt by 35% to inhibit assimilation. 47% felt diagrams should be used. 30% wanted an end-of-section summary. 60% feel the questions asked are difficult, though the assignments were valuable. 80% ask that the texts give greater guidance. 70% feel the course is too long. 63% want meetings with tutors. 40% felt the courses were very useful as preparation for exams. 94% felt they helped in their job understanding.

How can we develop distance education? We do not need to awaken an interest in our political decision-makers. We need: (1) to overcome our operating problems; (2) the development of bilateral co-operation between institutions at similar levels; (3) we should develop internation co-operation to benefit from consultancy services, or in the training of our staff, or acquisition of teaching nationals; (4) finally, if we have not resources to set up our own institution, we could ask ECA to continue in the field, or UNESCO to help us.

Botswana

Botswana Extension College (BEC) has a similar structure to the MAC in Mauritius and the LDTC in Lesotho. BEC began in 1973. It had a defined role to play with clearly specified activities responding to the needs of children who could not enter secondary schools. BEC set out to help these persons. Students who went through their JC had no opportunities for senior secondary education. BEC was also charged with using distance education methods to reach rural people in the improvement of skills and standards of living. BEC has had a major staffing problem, and did not send out courses until at least 1975. Course writers and tutors were hard to acquire since secondary school teachers were not allowed to take part-time jobs, although this has now changed, subject to some constraints. The initial task was to produce courses for the Junior Certificate. They also borrowed courses at GCE 'O' level from the NEC (UK) and Zambia. There was too co-operation with Lesotho. BEC now has at JC and GCE level 3,500 students, but staff shortages have meant student numbers have had to be constrained. BEC has used stands at all District Agricultural Shows to publicize its work, and demand is greater than the number of places. BEC uses radio co-operating closely with Radio Botswana, which is involved in determining transmission times. The Regional Extension Co-ordinating Committee also helps develop BEC on the formal side. On the non-formal side, a fruit and vegetable growing course was prepared for school children - to occupy them in their after school hours. They have too courses on poultry, ... and grazing policy, use of libraries, village development, and a response to open-ended questions from the public on any subject not of a politically delicate nature.

Distance education in Botswana is not confined to formal subjects. Non-formal education has been most successful, and it is high time the possibilities of using distance education in non-formal areas is explored. BEC has had, for example, a pilot literacy programme, and plans a national programme for the coming year.

Ghana

One aspect of correspondence education - the student - was focussed on. The student is at the heart of the system, and we need to know something about him. There is a principle that programmes should meet the students needs, and that where there is a correlation between student needs and programme objectives, there is a high success rate. If there is high drop-out or failure, it could be that our programmes are wrongly conceived. We need to conduct surveys of student needs - ideally - before the programme began. Ghan was not able to do this. Ghanaian correspondence students are young married males with 2 children, working in white collar occupations, working to help his career and using correspondence because he can continue to work. He lives in rural areas, and bears the cost of the programme himself.

The sex of the students. Predominantly male (90%) as against a more equal distribution of sexes in the UK and the USA. This is not suprising, reflecting the sex distribution of formal and non-formal education at all levels. Thus, at primary level, 56% of children are male rising to 87% at university level. The under-representation of the female in the school system is culturally related. African parents were against formal schooling which seemed to undermine the tradition and culture of the home. Slave children and naughty children tended to go to be picked for school. Later, with acceptance of schooling, it was the male who went to school - particularly in matriarchal societies such as those in Ghana, where the place of the woman was seen to be in the home. There was also an economic factor. School fees were paid by parents. With large families, parents had to select from their children - particularly in polygamous families.

What are the implications of this under-representation of the woman? Woman will play little part in national development or society. There will be an educational gap between them and their husbands or sons within the family. Occupations like nursing (normally female) will be short-staffed, and male values will predominate. There is a need to recognize the equal importance of female education - but to encourage female enrolment, appropriate cources should be encouraged.

Tanzania

An issue in the Conference has been one of recognition. The Co-operative College of Tanzania is a semi-government directed body which aims at the farming

community. The composition of the council reflects government's commitment. The correspondence unit is one of the academic units of the College, which prepares students who come to residential courses for a Diploma in Management and Accountancy.

Co-operatives started in the country as early as 1925. Up to 1952, there was no educational provision for co-operative workers. The three East African countries then established a joint co-operative college, but this did not meet demand. Following Tanzanian independence (1961), the Government established its own college to meet the needs of 1,700 co-operatives (5 workers on average) and 45 co-operative unions (40 workers on average). The model of an educational institution catering for persons outside the College, and to prepare prospective students for entry, using correspondence courses, was adopted. Since 1965, 33,500 students have been catered for.

Another group of students study in groups of 10-15 persons, who discuss questions based on the texts and supporting radio programmes. Students send in assignments which are commented on by the teachers of the Co-operative College.

For development of distance education, the most important thing is to obtain recognition of distance education as being as good as formal and traditional forms of education. Planners must accept the need for development and the role of distance education to meet these needs. This has resource saving implications. New target populations must be sought out and persuaded as to the applicability of distance education to their needs. Unless there is a development of job-orientated distance education, there will be continuing frustrations as the traditional system fails to meet demands and needs.

In Tanzania, there is a government directive requiring staff development schemes in all organizations. Here distance education can play a part. This is a mission of the Correspondence Unit within the Co-operative College of Tanzania, and new courses are being currently developed. This is most important. Finally, it is important that educational and development planners be involved in discussions about distance education.

Developing Distance Education in Africa

Some trends came out of these presentations. The problem of recognition was a major one. Courses should be of a suitable nature, with qualifications of equal status, where this appropriate, and meeting the needs of people. The second was to have a clear idea of the student profile. The third, was the problem of

staff shortages, including the need for staff training and the attraction of good staff. There was a need for educational planners to be involved, and to explore co-operation on a bilateral basis, including possible joint use of materials. In discussion the need for distance educators to publicize their efforts and the potential of their system to meet needs properly assessed through surveys and formative evaluation. Distance educators must initiate such discussions with government and other bodies. What we need to discuss now is how can distance education develop. To what extent should distance education reinforce and be an adjunct to formal education, or go into informal fields? Does the fact that distance education covers the formal field, and hence has to struggle for recognition, hinder its acceptance? Recognition is at several levels: of government, of colleagues (in conventional system); or by distance educators committed or otherwise to what they are doing. There is a need for existing institutions to see distance education as valid and effective. But distance educators will prove themselves by their results. There is always resistance to change. Of course, they must also publicize their results. Nigerian experience suggests that recognition by colleagues is coming. This is most important.

Other participants felt that it is not the academic side which should be stressed. Distance education needs to see to the socialization of its students.

One of the most important thing is for national plans to include distance education and allocate it the finances that it needs. Also, once in the national plan, funds can be attracted from such institutions as the World Bank. A World Bank study on the costs of distance education is shortly to be published, and is broadly in favour of distance education as a cost efficient and effective means of development.

The question as to whether distance education should be an adjunct of formal education, or something different (non-formal) is interesting. Because people are conditioned to believe one receives education in a formal setting, it is a challenge to persuade people that one can achieve education in other forms. The media helps too, to educate persons - but any suggestion that media can do more than help as an adjunct - and be indeed a real alternative - then there is a hesitation as to recognition (and to giving funds). One needs to persuade funding bodies as to the worthwhileness of what is being done. The sharing of experience across national boundaries can be a powerful persuader. Also, there is a need to supplement the mere teaching of a subject - something is felt to be lacking. Here the media and

the non-formal approach may help. On the question of recognition, the work of Committe 1 is important. Some persons wondered if there was a problem of recognition. Governments, educationalists and students appear to have recognized the feasibility and usefulness of distance education. Is it a self-induced complex which we must rid ourselves of? Distance education is a response to needs, which formal education is not coping with, as well as reaching new target populations or changes in the population (such as its increased mobility). So far as socialization is concerned, the home and the local society is more important than the school, and students studying at a distance are in their own homes. Looking at organizational structures, the ethos of distance education and its needs are very different to traditional institutions, and in the end distance education will need to have an autonomous existence.

There was disappointment as to the direction of discussions in the present Conference. In the 1971 and 1973 conferences, the parallel development of distance education within the formal structure came out strongly, but there was excitement at the potential of distance education for non-formal education. But the comments suggesting the future to lie in non-formal education had been ignored. If distance education has anything to offer, it is about offering education to the majority - and not to a limited minority. So long as formal education is the aim, it is the minority which is being considered - and distance education will be at the periphery, concerned with recognition and the qualification it offers. Distance education can change non-formal education into a systematic and mass educational activity, and if it does not do this, then it will have missed the boat. It must be concerned with development.

However, what is important, in reality, is the political commitment of governments to particular programmes. Many governments want to democratize formal education. Much as one sees non-formal education satisfying a great need in Africa, insistence on extending primary education and a technically or scientifically-orientated secondary education, distance education is trying to meet a need given a lack of school places. Of course, distance education's role in non-formal education is important, but here there is a need to assess real needs.

What, though, is the objective of the Conference? Encouragement of formal education may not be appropriate in some countries. Distance education helps countries overcome problems or improve on classical education. Are there not dangers in trying to replace conventional education?

ANHANG

2

ANHANG 2

Programme-information

The Open University Conference

on

The Education of Adults at a Distance

DATES OF CONFERENCE

The conference will take place from the evening of Sunday, 18th November, to the afternoon of Friday, 23rd November, 1979. Participants will be asked to arrive by 5.30 pm on 18th November for a welcoming reception that evening, and they will be expected to devote themselves to the work of the conference until 5.30 pm on 23rd November. The conference is being arranged as a residential gathering and there will be no provision for part-time attendance. Its success will depend upon the full-time, energetic participation of all who accept invitations.

PLACE

The conference will be housed in the Birmingham Metropole Hotel Complex, a modern custom-built conference venue, inside the grounds of the National Exhibition Centre, seven miles from Birmingham. The Metropole, where the organisers have reserved single-room accommodation for conference participants and appropriate meeting space, is close to Birmingham airport to which there are connecting flights from London. It is served by a specially constructed Birmingham International railway station on the main line from the Euston terminal in London. Road links are excellent and it is close to the M6 motorway.

INVITATIONS

Participation in the conference will be by invitation of the Steering Committee which is organising it on behalf of the Open University. The Organisers believe that a successful working conference, with the optimum sharing of knowledge and experience in the field of the education of adults at a distance, can best be ensured by the attraction to it of persons who are really committed to a week of hard endeavour.

The working language of the conference will be English and invited papers, not for formal reading, but for workshop-type discussion in working groups, will be circulated in English, after translation where necessary. For these reasons, the organisers are seeking information, on the reply form they are using, regarding an interested person's facility with that medium. It is hoped that there can be some provision of simultaneous translation in the plenary sessions and, possibly, some support from "facilitator-interpreters" in the working groups where necessary.

THEMES

The conference will focus especially on international co-operation in the field of the education of adults at a distance.

It is the intention of the organisers

(1) that there should be the maximum possible representation and participation of the developing countries;

(2) that the conference should concern itself with the distance education of adults at all levels and not only with post-secondary, or higher or tertiary teaching at a distance.

These two considerations supply two parameters for the proposed composition of the working groups by which the conference will function, namely

(1) the background of the participant - whether he or she is from an industrially developed or less developed country; and

(2) the primary interest of the participant - whether he or she has, as a primary interest, higher, or another level of education.

Allocation to a particular working group will be at the discretion of the organisers, since it will be appreciated that only they will be able to plan overall for a desirable balance in the composition of the groups. However, this does not imply that each participant will stay in one homogeneously composed group throughout the conference. Details of the proposed working group system are given below.

FORMAT OF THE CONFERENCE

Within the broad framework already described, the conference will cover four main topic areas. These are:

1. Target population, goals and means

   At whom is the distance education of adults aimed? Why is it appropriate to their needs? What are the main social, political, economic, cultural goals? What resources (human, material, financial) are needed to provide distance education for these purposes to these people? In which ways can these means be acquired? What institutional frameworks are appropriate?

2. General principles and methodology of education at a distance

   What are the specific educational/pedagogical problems of the distance education of adults? What approaches to solving them have so far been tried? How successful have they been?

   The design of learning systems - in principle and in practice.

   Learning/teaching media and their systematic use for the distance education of adults.

3. Experience to date in collaboration at national, regional and international levels

The transferability of (i) learning materials, (ii) systems and methods and (iii) experience (people)

(a) between distance learning institutions and "conventional" institutions; also

(b) between distance learning institutions and other distance learning institutions.

What has been achieved so far? What lessons can be learned from experience?

4. Possibilities of future international collaboration

How should international co-operation in the distance education of adults be further developed?

A Steering Committee for a proposed International Institute for Distance Learning has been established, following a conference, in April 1978, of executive heads of distance learning institutions from various parts of the world.

The conference will have a minimum of plenary sessions. There will be a "scene-setting" plenary on the morning of Monday, 19th November: but, for the remainder of the week, until the final plenary session on the afternoon of Friday, 23rd November, the workshop mode of operation will apply, conference members participating in the discussion of previously circulated papers within a working group of about twenty people.

Some of the groups will be homogeneous in composition, e.g. all members in the group from industrially developed countries, or all from less developed countries. Other groups will be heterogeneously composed, with a blend of personal backgrounds in their membership.

For the first part of the week (Phase I), all working groups will consider topic areas 1 and 2 above. At the end of Phase I, participants will have the option of changing from their original working group to another, for the consideration of topic areas 3 and 4 above (Phase II). In this way, each participant will be given the opportunity to work with two different sets of persons and they will also be able to switch from one type of group composition to another.

On the morning of Friday, 23rd November, rapporteurs will report back to their working groups - to the original groups on topic areas 1 and 2 and to the re-formed working groups on topic areas 3 and 4. In the afternoon of that day the final plenary session will take place, between 2 pm and 5.30 pm. It is hoped that, at this session, some significant recommendations may be made for future co-operation in the field of distance learning for adults: hence the importance which the organisers attach to participation by attenders for the whole duration of the conference.

CEAD PROGRAMME

The work of the conference will be divided into four parts:

1 The opening plenary session (Monday morning)

2 Working Group sessions 1-6 (Monday afternoon and Tuesday morning and afternoon)

3 Working Group sessions 7-10 (Wednesday morning and Thursday morning)

4 The closing plenary session (Friday morning and afternoon)

The aims of these four parts are as follows:

PART 1 Four speakers have been invited to 'set the scene' for the conference by reviewing their own perceptions of the needs, achievements and problems of the education of adults at a distance (EAD). Two of the speakers are from industrially developed countries, the U.K and the U.S.A., and two are from industrially less developed countries, Tanzania and Thailand.

PART 2 The nine working groups will discuss the same subject areas, but each from a different standpoint, depending on the background and interests of its members and on whether the group is concerned with higher education or education at other levels.

To carry out an EAD project or programme, however modest or ambitious, at least four fundamental questions of design need to be asked:

1 For whom is this programme needed? What are the relevant characteristics of this target population?

2 For what purpose or purposes does this target population need education at a distance? Consequently, what sort of education is needed?

3 What means are available to provide this sort of education at a distance to these people? What human and material resources exist or will need to be developed?

4 What institutional and organizational system or framework is required to deploy these resources effectively?

There are now many different types of distance education projects, at different stages of development. The working groups will bring together much experience in the design and implementation of such projects.

What can be learned from this experience? How have the four fundamental 'design questions' been answered in particular cases? Is it possible to formulate any guidelines for an institution contemplating a distance education project?

Are there any general principles about the design of these learning systems that may be fundamental to all such systems? Do these derive from the adult nature of the target population or the distant nature of the learning system?

The working groups for this part of the conference will be of four types:

Four groups will be concerned with higher education in the context of industrially developed countries (Groups HDC/1-4)

Two groups will be concerned with higher education in the context of both industrially developed and less developed countries, i.e. in a mixed context (Group HM/1-2).

One group will be concerned with higher education in the context of industrially less developed countries (Group HLDC/1).

Two groups will be concerned with other levels of education in a mixed context (Groups OM/1-2).

As explained in CEAD Newsletter No. 6, all nine working groups will be expected to cover areas signposted by the above questions in sessions 1-6. There will then be two options available to participants for the remaining two sessions (5-6):

(a) to continue the discussion in a working group of the same or similar composition as before, or

(b) to join one of a number of special working groups that may be announced during the lunch break on Tuesday.

These special working groups will, if possible, be organized according to demand. They may be based, for instance, upon particular professional interests (e.g. educational broadcasting), or upon a regional interest (e.g. Africa or Latin America).

PART 3 At this stage in the conference, all nine working groups will be reconstituted*, and will move on to consider questions of collaboration. Collaboration with an institution concerned with EAD can take many different forms:

(a) between an EAD institution and a non-EAD institution (e.g., a 'traditional' campus-based University);

(b) between one EAD institution and another;

(c) either of the above, within a single country, within a defined region between institutions in developed countries, or in less developed countries or in both.

There is already considerable experience of collaboration in most of these forms.

What have we learned from this experience? Which forms of collaboration have proved successful, and which not? How are the differences to be explained?

It is expected that these questions will occupy the working groups for session 7 and 8.

In the remaining two sessions the discussion will move on to questions for the future:

How can EAD institutions collaborate more effectively in the future, both with each other and with other educational institutions? How should such collaboration be organized? How should it be funded? What are the implications for governments, for international organizations, for foundations? What problems do we face in the short, medium and long term? What solutions should we consider?

Many participants will be aware of the fact that discussions have been going on for some time about the possibility of creating some sort of international institute for distance learning, which could provide information storage and retrieval, training and research facilities and other services for affiliated distance learning institutions. Many of those involved in these discussions will be at CEAD, and will have met a few days before it. We shall learn from them what are the prospects of such an international institute being set up in the foreseeable future. If these prospects are positive, CEAD working groups may wish to discuss the role and possible programme of this institute. If the prospects are negative, we shall certainly need to discuss the question: how best should we promote international collaboration in this field in the absence of any such institute?

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* There will now be two HDC groups instead of four, three HM groups instead of two, two OM groups and one MLDC group as before, and one OLDC group, concerned with other levels of education (not higher) in the context of less developed countries.

HDC = Higher Education in developed countries
HM = " " " in mixed groups
MLDC = " " " in less developed countries

PART 4 The closing plenary session will be devoted to hearing reports from the working groups. For convenience, the eighteen reports will be grouped into six, three from Part 2 of the conference (Sessions 1-6) and three from Part 3 (Sessions 7-10).

If informal discussions during the week have shown that a simple declaration would command itself to the conference, it will be presented to this plenary session for approval.

There will then be a closing speech summarizing the achievements of the conference.

ANHANG
3

ANHANG 3

Proposal of a

Declaration from the Open University Conference on the

Education of Adults at a Distance

In Birmingham, from 18th-23rd November, over two hundred specialists in the field of adult education have discussed past experience and future prospects in the education of adults at a distance. The participants are from 52 different countries at all stages of economic development and from international organizations and foundations concerned with adult education.

This representative Conference records the following conclusions:

1. In all countries, at all stages of development, there is an increasing need for the provision of educational opportunities for adults, over a wide range of levels, from basic literacy and numeracy to updating and refresher courses at the postgraduate level.

2. Both the need and the demand for such educational provision are particularly acute in the countries of the 'Third World', and conventionally organized systems are, in general, unable to cope with the demand.

3. There is a clear obligation on the part of the richer countries to contribute both financial and human resources to the provision of adult education in the Third World.

4. Experience in a number of countries, especially over the past ten years, shows that distance learning systems can provide educationally and economically effective ways of meeting adult education needs in all countries, both rich and poor; indeed, distance learning systems may sometimes be the only way of meeting such needs.

5. World-wide interest in distance learning and open education has increased dramatically in the last decade. Governments have come to recognize from practical examples that, where educational provision at whatever level needs to be expanded extensively and quickly, distance learning can:

(a) provide for educating or training very large numbers of people much more rapidly than traditional methods alone;

(b) be highly cost-effective in comparison with traditional methods;

(c) avoid the need for large-population campuses;

(d) help rural development and thereby reduce the flow of people from rural to urban areas;

(e) improve the accessibility even of higher education, if this is required.

6. To avoid the danger of unnecessary and wasteful duplication of efforts, effective forms of co-operation should be organized between institutions that teach at a distance.

7. Such co-operation should provide for:

(a) systematic and regular exchanges of experiences and views;

(b) regular information collection and retrieval services;

(c) indexing services providing current descriptions of course materials in internationally recognisable nomenclature;

(d) facilities for the translation of course materials into other languages;

(e) advisory, training and consultancy services, between institutions, covering all aspects of teaching at a distance;

(f) facilities for promoting the interchange of personnel, for setting up evaluative studies and for the conduct of relevant research.

8. The most practicable and effective means for making such provisions should be determined by a research and development study to be funded and undertaken as soon as possible.

9. The proposal to establish an International Institute for Distance Learning, formulated by the Executive Heads of fifteen distance-learning institutions in April 1978 and reaffirmed at a meeting just before this Conference, is of obvious interest in relation to 7 and 8 above. Close liaison needs to be maintained between the study proposed in 8 and the Steering Committee for the International Institute, which could provide a major contribution to the achievement of the purposes listed in 7 above.

10. The key to effective progress will be the availability of adequate resources, particularly of funds. This Conference urges the Steering Committee for the proposed Institute to continue its efforts to obtain the capital sums needed; this Conference hopes that its deliberations and the report of its research and development study may contribute to the success of these efforts.

11. There is a need for a massive and varied development of distance education opportunities for adults, and the methods for carrying out such a development are well understood. What must now be energetically sought are recognition and adequate funding from governments, international agencies and foundations:

(a) recognition that teaching at a distance will become, within a relatively short time, as important as conventional teaching has been in the past;

(b) adequate funds for planning, implementing and improving systems for teaching at a distance, especially in the poorer countries, and for providing for effective co-operation between the institutions responsible for these systems.

ANHANG
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54	B/1/HDC	NEIL AND RUMBLE	Cost function modelling for distance learning systems
55	C/1/2/HDC	PACHECO AND PENGELLY	The use of Technical assistance missions for planning and evaluating a distance learning system
56	A/1/2/HLDC	STEVENSON	General applicability of the principles of OU Broadcasting to other University level distance-teaching systems
57	B/1/2/HLDC	THOMAS	Applying Microcomputer Technology to the Development of Distance Education Programmes
58	B/2/HDC	FUJITA	The activities of Kokuritsu Hosokyoiku Kaihatsu Senta
59	B/1/HLDC	DODD	General Principles of Education at a Distance: Student activity scheduling
60	B/2/HDC	LUSKIN	Community-based Distance Education: one model for the future
61	B/1/2/OM	OCHOA	Some basic issues on implementing a Distance Education system

62-85 ~~cfr~~ papers

Availability of Conference papers

It is intended that all participants will receive a complete set of papers.

On arrival, you will receive in your conference folder papers (or additional papers) to complete your set of papers received by the organisers up to 12 November.

Late papers will be distributed during the week.

Requests for additional papers should either be made directly to Mr Sam Crooks, or a message left for him at the Conference Information Desk near the main entrance to the Hotel.

C E A D

L I S T O F A U T H O R S & S H O R T T I T L E S

PAPER NO.	CODE+	AUTHOR(S)	TITLE
1	A/1/2/OM	ALLEBECK	Problems of reaching the Socially Disadvantaged Target Groups
2	A/1/HDC	CAIN	Determining Target Populations, Objectives & Methods in Adult & Continuing Education
3	B/1/HDC	DANIEL & SHALE	Pacing: A Framework for Discussion
4	A/2/HDC	SNOWDEN & DANIEL	The Economics of Small Open Universities
5	B/1/HDC	O'DONNELL & DANIEL	Student Development in Distance Education
6	B/1/HDC	DANIEL & SNOWDEN	The Management of Small Open Universities
7	C/1/2/HDC	DANIEL & FORSYTHE	Experience with using courses from other Institutions
8	A/B/1/2/HDC	DICHANZ	Media Didactics (Educational Technology):More Failure than success
9	A/B/2/HDC	DE MOOR	The Netherlands Open University: Proposals of the Planning Committee
10	B/2/HDC	FORSYTHE	Use of Mobile Learning Units in Distance Education
11	A/B/1/2/OM	ELLIS	Problems of Developing Distance Education in a Large Region of Sparse Population and across a Wide Program Range

+ A/ Target populations, goals and means; first half of Conference.
B/ General principles and methodology of EAD; first half of Conference.
C/ Experience in collaboration nationally, regionally and internationally; second half of Conference.
D/ Possibilities of future international collaboration; second half of Conference.
1/ To generate discussion by defining problems and posing questions.
2/ To provide background information.
H/ Higher education.
O/ Other education.
DC/ Developed Country.
LDC/ Less Developed Country.
M/ Mixed: DC and LDC.

12	C/1/2/HLDC	ELTON	Training of Teachers in Higher Education in Developing Countries
13	B/C/2/HDC	FENSTER	Origins of the To Educate the People Consortium: A Collaborative Model in Higher Education for Adults
14	C/D/1/OM	FREEMAN	Collaborative Provision
15	A/2/HDC	JOHNSON	National Training and Distance Learning
16	A/1/2/HDC	HUTCHINSON	Conflicts between the Goals, Means & Target Populations in the Education of Adults at a Distance
17	A/B/1/2/HDC	HALL & PALOLA	Curricula for Adult Learners
18	C/D/1/HDC	HAWKRIDGE	International Co-production of Distance-Teaching Courses
19	A/B/2/HM	GINZBURG	A University for Every Man: Some Academic Principles
20	A/B/C/1/HDC	JEVONS	How Different is the Distance Student?
21	C/2/1/HDC	INNES	Broadcasting as an element in Partnership Systems at National and Regional Levels
22	C/2/HM	KINSELLA	Experiences of Assistance by the New Zealand Technical Correspondence Institute to Developing Countries
23	C/2/HDC	LAMMIE	The Open University's American Connection An Overview
24	B/2/HDC	LEFRANC	Multi Media approach in the French Systems of Higher Education at a Distance
25	A/B/C/2/HM	MORENO	The Open University System at UNAM (Universidad Nacional Autonoma de Mexico)
26	A/2/OM	ORIVEL	An Economic Analysis of Distance Teaching in Higher Education
27	B/2/HDC	PARKER & OLGREN	Teleconferencing + Telewriting= Continuing Engineering Education in Wisconsin
28	C/2/OM	INTERNATIONAL EXTENSION COLLEGE	IEC's Experience of International Co-operation
29	B/1/OM	PERRATON	Methodologies for Nonformal Education
30	A/B/2/HDC	PALLONE & LEWIS	Historical and Cross-Sectional Perspectives on the Higher Education of Adults in the U.S.
31	A/C/1/2/HDC	REDEL	The main task of Distance Education in F.G.R., in co-operation with Institutions of Higher Education
32	A/B/2/HDC	SAKAMOTO & FUJITA	Present State of the University of the Air Project in Japan
33	D/1/HLDC	SINGH	Possibilities of International Collaboration in the Education of Adults at a Distance
34	A/B/1/HDC	SPARKES	Educational Objectives related to the capabilities of various Distance Communication Techniques
35	A/B/2/HDC	TRIBUS, COHEN & BOCK	A new approach to teaching Adults at a Distance - problem based learning
36	D/1/HDC	VAN SCHALKWIJK	Towards a European Open University
37	C/2/OM	WANIEWICZ	Developing Adult Distance Learning as a collaborative venture
38	C/2/HDC	ZIGERELL	U.S. Two-year Community Colleges co-operate in Production and Design of Television courses.
39	C/2/HM	NICOLINI	Capricorn, Interuniversity, Teleducation Program
40	A/2/HDC	SMITH	The Market for Distance Learning Studies within a Highly Industrialized Society
41	B/C/2/HDC	KIRKINEN	Experiences in the Education of Adults at a Distance in a Sparsely populated area
42	B/2/HDC	ZOROCZY	Information Technology in Higher Education at a Distance
43	A/B/2/HLDC	IM	The present status and future perspective on Correspondence Education in the Republic of Korea
44	A/C/1/HM	MAYBURY	Distance Learning and the LDC University
45	C/1/2/HM	HINES	A Distance Learning Consortium in the United States
46	D/1/HLDC	KAYE	Some perspectives on International Collaboration in Distance Education
47	B/2/HM	GOODENOUGH	Models and Methods of Creating Courses for Distance Learning Institutions
48	A/1/2/OM	CHAUDHRI	Open School System for Rural India - its Need; Possibilities and Problems
49	B/2/HDC	LORENTE	Permanent Education through Distance Learning
50	A/B/2/HM	McINTOSH	Student Demand and Progress at the Open University
51	C/1/OM	GRUGEON	Collaboration at post Secondary level
52	C/2/H	KAYE	The Open University's experiences in International Collaboration
53	B/1/HLDC	KAYE AND RUMBLE	Analysing Distance Learning Systems

ANHANG
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ANHANG 5

Paper 44
A/C/1/HM

1969 10 1979

The Open University Conference
on
The Education of Adults at a Distance

DISTANCE LEARNING AND THE LDC UNIVERSITY

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ABSTRACT

DISTANCE LEARNING AND THE LDC UNIVERSITY

In many developing countries, the university harbors most, if not all, of the highly-trained talent in the country, understandably putting pressure on the university to contribute to development. This pressure creates conflict in each of the university's main areas of concern: teaching, research and outreach in service to the community. Conflict in the latter area is not readily resolved owing to divisions in the university itself.

The LDC university can minimize this conflict by orienting its outreach activities along the line closest to its true nature, the educational dimension. This guiding principle clarifies the issue, pointing to the task of meeting the continuing education needs of high-level professionalpersonnel in the country as the most appropriate outreach task of the LDC university.

Since these personnel are largely dispersed throughout the country engaged in rural development activities, a suitable distance learning format is the best solution. Cooperation among LDC universities in developing these distance learning schemes is encouraged by UNESCO and other international bodies.

DISTANCE LEARNING AND THE LDC UNIVERSITY

Introduction

The insistence by developing countries that their universities should take an active part in national development is fully understandable: in many of these countries, the university harbors most, if not all, of the highly-trained talent in the society and simply cannot be spared from the development struggle. This insistence is not without its complications for the university, of course, for it plunges the university into a crisis of identity marked by an intense conflict between its commitment to detached scholarship and the demand that it be relevant to society. This conflict occurs in each of the main areas of university effort: in its teaching, in its research, and in its outreach or service to community.

For the university researcher, this conflict is between loyalty to advancing his chosen discipline versus accepting the challenge of helping solve local problems that affect the ordinary man and the rural poor. There appear to be an increasing number of effective measures to help the researchers resolve this conflict: national research councils and universities are joining in studies of research needs and priorities and centres of excellence are springing up that afford the scientist opportunity to join international teams in research on societally-significant problems.

The conflict in the area of outreach and service appears more severe and less likely to be easily resolved, however. It is also complicated by a tendency towards political polarization and by genuine differences of opinion among academics on the extent to which a university should get involved in the life of the community. At a major workshop of African universities devoted to defining their role and priorities in development, an argument was made for a radical degree of involvement of the university in the society's development struggle (Yesufu, 1973, p.43):

> Henceforth, the university - the administrators, academics, research workers and students - must accept the challenge and the primary role in promoting social cohesion, and setting examples in the establishment and operation of democratic institutions.

> To help lift Africa out of the sixteenth century doldrums in which it finds itself in the twentieth century, university staff and students must break the chains of tradition which bind them within the walls of the campus, and involve themselves completely with the social milieu. They must be more than research workers and mere purveyors of knowledge; they must become extension workers as well, helping the small-scale trader, artisan and farmer, to improve upon their ancient and inefficient methods of production and economic organization.

This was later countered by a caveat regarding the inherent limits in a university's role: (Nwandiro, 1978, p.28):

> Yesufu has added one more model of university development without necessarily removing the conflicts internal to the university and its role in the educational system or external to the university and its role in development.
> The university is likely to find that there will be other leaders and agencies in society that will resent its intrusion. In trying to meet its other role, that of promoter of social and economic modernization as required by Yesufu, the university increases areas of contact with the community and thereby increases the potential for conflict with its leaders. The Yesufu model is unlikely to end conflict over the role of the University indevelopment for an even more fundamental reason. It derives its force from the optimistic presumptions implicit in modern writings about the expanded roles of education and the power of schools to build a new social order. This optimism exists without questioning whether increased social commitment on the part of the universities will pay off (however defined) more than their traditional engagement. Above all, the optimism exists without asking whether the institutional and attitudinal changes, as well as the budgetary considerations, necessary for an amelioration of the conditions of the poor can do not depend on policies and political decisions far removed from the university teacher or researcher.

A sage and experienced foundation officer who had worked many years to assist LDC universities, reflecting on case studies of experiments in social change by 25 universities in developing countries (International Council for Educational Development), concluded in regard to the out-reach or service role of the university: (Rao, 1976, p.121):

> Although the potentials of university involvement in development and especially in rural modernization have not been fully uncovered, it is clear that there are tasks that a university can do well, others that take some doing and yet others that universities are ill-equipped to do. It is easy to subvert the central educational functions of universities by using them as stalking horses for social action projects for which there exist other appropriate institutions in most societies.

This officer then went on to proffer what we take to be the fundamental guiding principle on the outreach role of a university in a developing country:

> If universities in LDCs are to offer programmes of education for national development in which teaching, research and service are linked to societal needs, then educationally meaningful programmes of 'out-reach' could be developed. The orientation and emphasis, however, should be on education. The most enduring contribution of universities is through the leaders they develop and not necessarily through isolated experiments in which new techniques of irrigation or health care are tried out. The distance between the ivory tower and the village square is indeed large, and thoughtful approaches are needed to create an operational nexus between the university and the community it intends to learn from and to serve.

Continuing education needs

When this guiding principle is brought to bear on attempts by the LDC universities to resolve their conflict over how best to meet their outreach and service responsibilities, an immediate clarification occurs: what task could a university in a developing country find more appropriate to shoulder in this area of outreach and service than the task of meeting the continuing education needs of persons who hold positions of responsibility in the society? In accepting

this task, the LDC university would greatly minimize the sense of conflict it is facing over its outreach obligations, for it would be acting along the dimension that is truest to its nature - the educational dimension. If a university must be drawn into the arena of service to the community, it should choose an area where it enjoys a comparative advantage in relation to the other actors in that arena. Meeting the relatively advanced-level learning needs of mature adults holding positions of responsibility in the economy of a developing country - decision-makers in government and private sectors; professionals in the health and social services, in the communications system, in commercial and banking circles, in education, in rural development schemes; engineers and higher-level technicians in urban and rural projects is clearly a task for which the country's university holds a distinct advantage. Only at the university does one find the supply of scholars required to guide these mature learners into advanced studies in fields relevant to their work: management, operations research, organization theory and practice, political science, community dynamics and change strategies, accounting, health and nutrition, various scientific and technological disciplines, etc.

In electing to accept this task of providing continuing education for persons in positions of responsibility, the LDC university runs directly into a complicating factor: in all developing countries, the dominant sector is the rural one. This means that the important rural development programmes these countries desire can only be professional and technically-counted if trained individuals are placed in highly-dispersed posts throughout the rural regions of the country.

It is these dispersed professionals, of course, who are the principal clientelle to be reached by the university in its task of providing continuing education. Indeed, as the World Bank Sector Paper on Rural Development remarks, "the lack of amenities in rural locations deters well-trained persons from staying there". In reaching these dispersed professionals, the LDC universities would be playing a crucial part in sustaining the rural development programmes of their countries.

Distance learning for dispersed professionals

This situation confronts the LDC universities with a clear challenge that can be met through an appropriate adaptation of the distance learning principle. The LDC university must first make fundamental policy decision to engage in distance teaching as its way of responding to this important outreach challenge. Following the policy debate and decision, it will need to plan a series of basic steps required to mount a workable scheme of distance learning.

First, an inventory must be carried out to determine the number, location and learning needs of the dispersed professional and technical manpower corps engaged in a country's rural and other development tasks;
Second, a delivery system must be designed around whatever communication and transport facilities exist in the country.
Third, the academic nucleus of the scheme must be organised, comprising the course teams and tutors and an administrative unit. This will require the university to mobilize the academic talents of scholars in all relevant faculties: economics, social studies, science, engineering, etc.

Cooperation

The opportunity for cooperation between LDC universities arises at this point, as their course teams face the task of developing appropriate courses of instruction for these advanced learners. UNESCO is fostering this desired cooperation between LDC universities and also with universities in the developed countries. In the field of continuing engineering education, UNESCO recently organized an international conference with the University of Mexico and the Continuing Engineering Studies and International Divisions of the American Society for Engineering Education, Mexico City, April 1979. The Conference was designed for directors in business, industry, and government, and for individuals working with scientists and engineers. Topics discussed included needs analysis, adult learning, marketing programmes, participant motivation, and programme costing.

In a move directed at fostering continuing education among marine

scientists, UNESCO recently commissioned the Open University Department of Earth Science to develop a special, third-level course on Oceanography. All the course materials are now available and UNESCO has arranged pilot teaching of the course with university authorities in two countries : Thailand in Asia and Tanzania in Africa. Through use of this course, these countries aim to provide a number of technically-trained specialists a background knowledge of Oceanography and marine science so that they may be recruited to staff future marine science projects that the government may decide to introduce.

These pilot cases illustrate well how an LDC university can fulfil part of its outreach responsibility through use of a distance learning course with professional and technical adult learners.

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ANHANG

6

ANHANG 6

Paper 25
A/B/C/2/HM

1969 10 1979

The Open University Conference on The Education of Adults at a Distance

THE OPEN UNIVERSITY SYSTEM AT UNAM
(Universidad Nacional Autonoma de Mexico)

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The Open University System at UNAM
(Universidad Nacional Autónoma de México)

Coordinator: M. S. Augusto Moreno y Moreno

Abstract

This paper informs about the structure, development, and realizations of the Open University System in Colleges and Faculties at the National University of Mexico, (UNAM).

The Faculties of Odontology, Law, Psychology, Accounting and administration, Social and Political Sciences, Philosophy and Humanities, Veterinary Studies and the National College of Nursing and Obstetrics are now operating.

The importance of the Work Program of the Open University System in the National College of Nursing and Obstetrics and the Faculty of Veterinary Studies for the preparation of its technical staff is pointed out, because this joint program between the UNAM and the corresponding official branches proves the feasibility and the need of these type of interinstitutional actions, indicated in the Statute of our Open System. Also these actions allow the suggestion of some plans so that the Universities get involved in an effective form in the country's problems.

Available is the experience obtained in the training of teachers of intermediate education with the use of the educational material of the Courses E100 and E141 of the Open University (UK) in a joint action between the secretariat of Public Education, the UNAM, and TV Channel 11.

1.1 Name and location
"Sistema de Universidad Abierta" (SUA). (Open University System)
- SUA Coordination Office: Technical Building of the Open University, Ground Floor, Circuito Exterior, University City, Mexico 20, D.F.
- SUA Division in each college and Faculties of the UNAM.

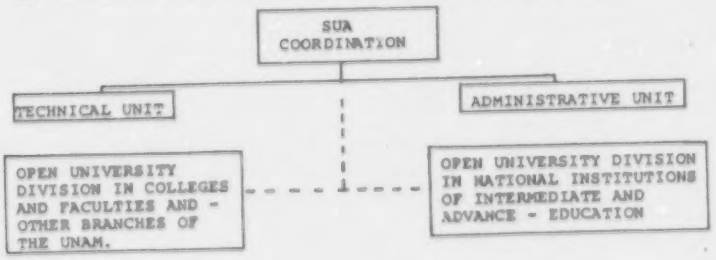
1.2 Legal Statute
The SUA is ruled by a statute approved by the University Council in its session of February 25, 1972.

1.3 Date in which the use of the open system started.
- The University Council approved the creation of the SUA on February 25, 1972.
- Activities began on November, 1973.

1.4 Name of the head of the institution and the person responsible of Coordinator of the SUA: M. S. Augusto Moreno y Moreno

1.5 Name of the affiliated institutions that apply the open system.
- University of Aguascalientes
- SEP (Secretariat of Public Education) (General Administration of the National Program of Profesional Improvement of Teachers).

1.6 Administrative structure of internal organization.


SUA COORDINATION
TECHNICAL UNIT
ADMINISTRATIVE UNIT
OPEN UNIVERSITY DIVISION IN COLLEGES AND FACULTIES AND - OTHER BRANCHES OF THE UNAM.
OPEN UNIVERSITY DIVISION IN NATIONAL INSTITUTIONS OF INTERMEDIATE AND ADVANCE - EDUCATION

2 Justification and Social Objectives of the System.

2.1 Theoretical Frame, objectives and goals of the Open System at UNAM. From the statutes' point of view, the SUA is created to extend university education to large sections of population through the theoretical and practical methods of transmission and the evaluation of knowledge, and the creation of learning groups that will work in and out of the university facilities.

It is a system of free option, for the Faculties and Colleges, as for the students; the same subjectsare given and the admission requirements are the same as those existing in the UNAM, the same credits, certificates, titles and degrees to the corresponding level are granted.

In a first stage the SUA operates as:
(a) A supporting system to the traditional teaching system.
(b) A new modality for the training, qualification and academic reinforcement of the teaching staff.
(c) A pall tive to help diminish the retention of the student population in the UNAM.

3 Characterization or description of the model of Open University used.

3.1 Characterization of the system and the elements that form it.

Operation of the SUA: The Open University System of the UNAM can be understood from the operational point of view as a teaching - learning - system partially or completely extra-curricular, in which the educative material prepared specially for it, is operated by a group of tutors, with the aid of computation systems and educational group activities.

SUA Features
(a) To collaborate in the solution of the students' demographical explosion dealing with the elements: student - teacher - classroom - traditional text; in a modality: student - tutor -" ad hoc teaching material" evaluation system - feed - back.

(b) To ensure that the content of the study programs by

objectives are elaborated if possible in accordance with the country's needs.

(c) To use and increase the students' capacity of self-learning and self-formation

(d) To establish teaching systems in which the students "learn-producing".

(e) To give the student individual working modalities with regard to time and capacity of learning.

(f) Massive use of all modern techniques and resources of teaching.

3.2 Admission requirements.
The statute of the Open University System with which we are ruled at the moment points out that the same requirements as those existing for the traditional career in the University will be demanded: thus, when the University anhounces in the major communication media - newspapers, radio, TV - the registration and examination periods, the student will have to present all the documentation required by the school, later on an admission exam will take place, and if the student passes this examination, he will atuomatically be registered in the Faculty or College: if this has an Open University System, the student can choose to perform his professional studies through this modality of Open System.

3.3 Didactic Materials
The educational materials of the Open System contains the following elements:
(a) Work guide for the student.

(b) Written Material.

(c) Home laboratory and field experiments.

(d) The self-assessment tests for the student.

(e) The questionnaires that the student answers through a computer.

(f) The questionnaire that the student reports directly to a tutor.

(g) Aiding elements, films, tapes, and other audiovisual aids.

(h) A teacher's guide

(i) The evaluating system that will permit the identification of those areas of knowledge in which the presentation was not very successful.

3.4 Advisory Board

The tutoring for students is performed by previously trained teachers in accordance with the special conditions of each College and Faculty.

The role of the tutor in relation to the use of the educational material of the course has two aspects, the teacher and the assessor.

Furthermore, so that the students do not lose their identity as members of a group, but on the contrary they reinforce it, several group activities take place: lectures, films, round tables, and discussions of the result obtained; here the teacher functions as a promoter, coordinator and information receptor in this educational system.

3.5 Audiovisual aids. Use of radio and TV

TV is used in closed circuits and free transmissions.

3.6 Description of the mechanisms of academical quality control.

The academical control is performed:

(i) By an Academic Commission of the SUA, intergrated by the Rector, the General Secretary, the Head Masters of the Colleges and Faculties and the Coordinator of the SUA.

(ii) By the Coordinator of the SUA that establishes the Annual Work Programs of the School and Faculties associated to the system.

This activity is realized in collaboration with the Heads of the Divisions of the System, and / or the directors of such branches.

The work programs have the following elements:

- Antecedents
- Objectives
- Work Stages and time-table
- Organization form and functions
- Agenda of the budget's exercise

- Work program evaluation

(iii) By the Technical Councils of Colleges and Faculties who examine, approve and evaluate the educational material and the operation media of the System.

(iv) The accreditation of subjects is done by a professor - tutor in accordance with the requirements of accreditation that are clearly explained to the student when activities begin.

4 Services Offered, Titles and Degrees Granted
The Statute of the Open University System indicates that the same studies are given and the requirements will be the same as those existing in the UNAM, which will grant the same credits, titles, and degrees at the corresponding level.

5 Students Profile and population

5.1 Profile:
(a) Older that 23 years old

(b) Working and studying

5.2 In accordance with the present politics of the UNAM, the SUA operates at a pilot population level.

All the subjects available in the semesters are shown in table 1.

5.3 Average study time per student.
The SUA does not have a regulation that would allow the system to really work in accordance with the interests and schedules of the students. Up to this moment the time average is the same as the scholastic system for regular students.

5.4 Graduates Population
As was already indicated in point 5.2, the UNAM handles pilot populations in each College and Faculty, and thus, these are reduced. There is, however, at present, the potential capacity of handling significant populations of the UNAM itself or associated insitutions.

In the National College of Nursing and Obstetrics the first generation has already graduated and in the Faculty of Law, and Faculty of Odontology they will graduate at the end of 1979.

6 Development and adaptation of the Educational Technology

The SUA of the UNAM uses the universal schemes of the open systems, that are indicated in point 3.1 of this document.

In the same manner as the British Open University(O.U.) and other similar institutions, the SUA has given special emphasis to the elaboration of educational material; one of the major axis over which an efficient operation of any open system will lie. Therefore, the Coordination of the SUA uses a scheme for the elaboration of educational material in the Colleges and Faculties that has been inspired by the equivalent used by the O.U.

7 Academic, Administrative, and Aiding Staff

7.1 Description of the academic staff and its training in open education.

The training of the academic staff of the SUA is done in the following stages:

(i) Through courses and seminars

(ii) Study of the material to be used

(iii) Knowledge and study of the accreditation requirements

(iv) Knowledge of the operation of the SUA in accordance with the peculiarities of the area or department in question.

The professor - tutor of the SUA has the same academic requirements as the professor of the scholastic system.

7.2 Description of the Administrative and aiding staff. The administrative and aiding staff is established by the Head of the Division of the SUA in each school and faculty, the normal administrative staff, and the aiding staff with pedagogues, draftsmen, editors and audiovisual material producers.

8 Publications and research

The SUA press has printed more that 50,000 books which constitute the educational material to which we have made reference.

9 Evaluation of the system

9.1 Efficiency, results and accomplishments

The concept of evaluation applied in the Coordination of the SUA is the one used in Basic Science, that is, the analysis of the system that operates an input and output signal.

The confrontation of the features of the input signal, against the features of the output signal gives the efficiency of the operating system.

In social sciences, the following model is used:
Demand ----------◊ System --------◊Product

Demand: It must express objectives in a clear and precise form.

System: It will operate the demand,

The elements of the system must be established,

Product: It must be compared with the demand.

Evaluation: It is the comparation of the product against the demand.

The SUA performs the following evaluations:
(a) The evaluation of the educational material vs. the objectives of the subjects is the confrontation of the efficiency of the educational material (EM), against the conditions that have been established (objectives and development of abilities established in the subjects programs). The evaluation of the EM is therefore realized by:

(i) Applying the tests obtained by the bank of items of subjects;

(ii) Analyzing and checking the individual and group work reports;

(iii) Performing the partcial examinations of each study unit;

(iv) Performing the final test.

(b) The revision of the results of the evaluation indicated in (a) guided by the educational materials used and the information about the tutorial actions, will be performed by a "Special Group" in each school and facult integrated by:

- Professors of the area
- Pedagogic Department of the Branch Office
- A person named by the Head Office and / or Division

This "Special Group" will render a report to the Head Office of the branch office, giving validity or suggesting changes or modifications; not only regarding the EM applied to the students but to the operation of the system itself.

9.2 Annual budget
The 1979 budget for the SUA is of $ 53,069,151.00 pesos.

9.3 Compared cost with the scholastic system.
The comparative cost of the Open System against the scholastic systems does not have any sense, when for various reasons, as in the UNAM'S case, it is operated on pilot student populations.

TABLE 1

ACTIVITIES AND PROJECTS / COLLEGES, FACULTIES AND C.C.H.	Political and Social Sciences	Accounting and Administration	Law	Economy	Nursing and Obstetrics	Social Studies	Odontology	Psychology	Veterinarian	C.C.H. **
A. PRESENT ACTIVITIES										
1. University degrees offered	- public administration, - communication sciences, - international relations - sociology	- administration - accounting	- law	- economy	- nursing technician	- philosophy - geography - history - literature - pedagogy	- odontology	- psychology	- specialist producer - poultry - bovine - porcine	
2 Semesters in operation	2	7	10	2	0	0	0	0	2	
3 Texts and audiovisual material made	00	0	00	00	11	70	00	*	11	17
4 Text and audiovisual material in process	10	10	10	00	0	10	0	01	4	14

* Studies and materials of 0 semesters.

** College of Science and Humanities (C.C.H. High School level)

ANHANG 7

Paper 12
C/1/2/HLDC

1969 10 1979

The Open University Conference on The Education of Adults at a Distance

TRAINING AND EDUCATION OF TEACHERS IN HIGHER EDUCATION IN DEVELOPING COUNTRIES

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Paper 12
C/1/2/HDC

Training and education of teachers in higher education in developing countries

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Gaye Manwaring
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Abstract

The paper describes our experiance and experiments in helping to develop a training programme for academic staff at Universiti Sains Malaysia and the model of staff training associated with this programme. This is used as a basis for proposals for a more general scheme of staff training for universities in the South East Asian region, a special feature of the proposals being the use of distance teaching and of individualised learning materials in teaching and learning in higher education. The ultimate aim of the scheme is to make the region independent of outside assistance.

To be presented at the Open University Conference on "The Education of Adults at a Distance", Birmingham, 19-24.11.79

Training and education of teachers in higher education in developing countries

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Introduction

Over the past twenty years, universities and other institutions of higher education all over the world have been in a state of rapid change, and nowhere more so than in developing countries, where the societies in which they are embedded and which they serve have themselves undergone very radical changes. The problems which these institutions are facing in consequence are manifold, including in particular those related to the pressure of large numbers, the language used in instruction and textbooks, a great diversity in the ability and background of students, maintenance of academic standards, academic freedom and relevance to the society which they are serving.

Universities as a rule are not designed to adapt successfully to rapidly changing conditions, and it has always been one of their strengths to maintain and transmit what had been found good in a society. In a developing country, even this on the whole laudable function of maintaining traditions is extremely complex. The traditions are often, in part, those of an alien country from which the developing country has freed itself, and these have to be re-examined before they are accepted. Some of these traditions unquestionably ought to be accepted, since they are the traditions of academia the world over; others almost certainly should not.

A university in a developing country is thus subject to three major forces which rarely all pull in the same direction: the present needs of the country, the traditions of the country and the international academic tradition. To meet the problems - only some of which were listed above - arising from the imbalance of these forces, academics can no longer rely, as they have done in the past, on the experience of the past. They have to work out their own solutions which may be new, or at least new under

the circumstances in which they are being applied, and they can never adopt solutions which have been found valid elsewhere without at least adapting them to their circumstances. Put another way, what they have to be able to do is to apply 'a rational problem-solving approach to education, a way of thinking sceptically and systematically about learning and teaching', which is how Rowntree (1974) defined educational technology.

This rational problem-solving approach is one which academics habitually employ in their research, but rarely in their teaching, and once this point is appreciated and accepted it becomes apparent that it is not possible for them to emply such an approach to their teaching, unless they have received a training appropriate to the task. The logic of our argument therefore points towards the training of academic staff in their teaching function as a means of meeting the educational problems faced by their institutions. Such training is concerned not only with knowledge and skills, but also with attitudes , ie it has aspects of both training and education, but for the sake of simplicity we shall refer to it in this paper as a 'training programme'

The present paper will describe our experiences in helping to develop one such training programme in one university, Universiti Sains Malaysia (USM), Penang, and the associated model of staff training. It will end with suggestions as to how this model may be implemented more generally in a number of universities in one region. The strategy which we pursued consisted of studying the situation at USM in some depth, attempting in collaboration with staff from that university to find solutions and then matching these solutions to similar situations in other universities, again in collaboration with staff from those universities.

Staff training at USM

The history of staff training and development at USM goes back some years and in 1975 the university together with the Regional Institute of Higher Education and Development, Singapore, organised a conference on the teaching-learning process (Muhammadi 1977). After a visit by one of us (LE) in the following year, we were invited in 1978 to assist in the development of a staff training programme. During the six weeks which we spent on campus during July - August 1978 attached to the Educational Technology Unit, we held substantial discussions with the Vice-Chancellor, Deputy Vice-Chancellors,

Deans of Schools and academic staff generally, in order to identify problems and move towards possible solutions. As a result we ran, with help from the staff of the Educational Technology Unit, a series of one-day workshops for academic staff on topics which in consultation with local staff we had identified as relevant, and we ran a four-day residential course of workshop activities mainly for more recently appointed staff. The purpose of running these workshops was twofold: firstly, to extend the knowledge and skills of academic staff in their teaching function and, secondly, to demonstrate the method of participative workshops, with which most of the staff were unfamiliar, as a suitable one for the training of academic staff.

Our discussions had led us to appreciate that USM had, in addition to the usual teaching and learning problems with which we were familiar from Britain, problems caused by three special features (Elton and Manwaring, 1978):

1 The recent increase in student numbers from rural areas had led to an unusually wide range of ability and achievement in the student body and a need for remedial teaching.

2 The transfer of the official teaching language from English to Bahasa Malaysia had led to difficulties for both students and staff, some of whom were more conversant in English and others in Bahasa Malaysia. Also, many of the textbooks were in English, whilst the lecturers' handouts were in Bahasa Malaysia.

3 There was a substantial off-campus programme which offered correspondence courses in nearly all the subjects taught at the university, to students all over Malaysia. Study centres for science - but not for other subjects - were located in a number of towns and students of all subjects spent short intensive periods on campus.

We concluded that these special features called for a substantial effort in teaching, well beyond anything needed in British universities, and that an important way of assisting with the solution of the resulting problems, which should be explored, was for the university to provide a portion of the teaching through individualised learning methods and materials. These conclusions strongly reinforced the already formulated intention of the university to establish a special unit, to be called a Teacher-Learning Advisory Unit (TLAU), to assist in the training of academic staff and the improvement of the teaching-learning process.

Our recommendations concerning staff training, based on our experience both in Britain and USM, stressed that this was best provided by a small unit, such as the proposed TLAU, working in close collaboration with certain selected staff in the Schools of the university, who helped and advised quite generally on teaching and learning in their Schools, helped their colleagues and liaised with the staff in the TLAU. In line with British practice, we called these staff 'senior colleagues', but it must be emphasised that this did not imply that they were necessarily senior in rank, but rather in their knowledge of teaching and learning.

We saw the training needs of the various staff as follows:

1 Staff in the TLAU required a one-year full-time postgraduate course, and we suggested as a possible course the Postgraduate Diploma in Educational Technology at Dundee with a special project at Surrey. This would make it possible to benefit from the previous experience at Dundee in the training of staff from developing countries in educational technology and at Surrey in staff training at a university.

2 Senior colleagues in the Schools required a part-time course equivalent to about three months full-time. For this we wished to provide a distance learning course consisting of a four to six months correspondence course with tutorial assistance from the Educational Technology Unit, followed by an on-campus period of three to four weeks.

3 Experienced academic staff should be offered short workshop courses and have made available to them self-learning materials on topics in teaching and learning.

4 New and less experienced staff should attend a short intensive residential course on teaching and learning, equivalent to the induction course of many British Universities, and after that be offered the same facilities as experienced staff.

5 There should be a resource centre containing a range of materials on teaching and learning, available to all staff in the university (Cryer 1979).

The university moved swiftly and by February 1979 had agreed to the establishment of the TLAU with three academic staff and to their training, and also to a training programme for senior colleagues who were to be given some time release for this purpose. By July, the director and one lecturer of the TLAU had been appointed, both having been recruited from existing staff in the Schools, and these two will be attending the Dundee course with the project at Surrey during the academic year 1979-80.

For the senior colleagues we prepared a distance learning course to be taken during March - July 1979, followed by on-campus activities in July - August. As we had previously identified individualised learning as an important topic, we chose it for part of the distance learning course and specially wrote for it - mainly during our weekends - eight units of work of about seven hours each, which also incorporated existing materials from Dundee College of Education (see Fig.1). These units were sent out at fortnightly intervals to the Educational Technology Unit for duplication, and assignments from the course participants were sent to us for comment and corrections. In addition to these learning units, participants received six information units on teaching and learning in higher education, which had been previously produced and used at the University of Surrey.

We returned to the campus for five weeks in July 1979. In contrast to the previous year, we spent somewhat less time on formal workshops, but very much more on discussions with staff in the Schools and particularly with the senior colleagues, four of whom assisted us as tutors at the four-day residential workshop which we again offered to staff from all the Schools. We were pleased to find that ideas which we had planted in 1978 had by now taken root, most notably in the School of physics, which had established a laboratory involving individualised learning, and the Schools of chemistry and pharmacy, which had started producing individualised materials for remedial work. Also, the Educational Technology Unit had by now established a resource centre with a wide range of materials in teaching and learning in higher education.

A model of staff training in one university

We feel that USM has made quite remarkable progress towards the establishment of a staff training programme and that, once the staff who will be on the Dundee course during 1979-80 have returned and the TLAU has been started, the university will be able to run its own staff training programme,

including repeats of the residential course, without assistance from outside. Where assistance will still be needed is in the training of further TLAU staff - through the Dundee course - and of the senior colleagues. As regards the latter, owing to the speed with which decisions were being taken and implemented, it had not been possible to give time release for all who were enrolled on the distance learning course. Experience has shown that such time release is necessary, if participants are to benefit from the course, and we have agreed to run the course again during 1979-80 for those for whom time release had not been possible before.

The substantial success of the programme at USM so far has increased our confidence in the model on which it is based. Its essential features are:

1 A three tier system consisting of (a) full-time staff in a TLAU, (b) senior colleagues in Schools for whom the improvement of teaching and learning in their Schools is an important and specially recognised task, and (c) all other academic staff, who may in turn be divided into more and less experienced staff.

2 A programme of 'training the trainers' for both the full-time staff in the TLAU and the senior colleagues, to be provided on an inter-university basis.

3 A programme of training and assistance for other academic staff, provided by the TLAU and senior colleagues, without aid from outside the university in due course.

4 Provision of a resource centre which makes materials and information on teaching and learning available to all staff.

In putting forward this model, we do not in any way wish to suggest that it is the only possible one, merely that it is one that has shown some promise of success. We are also aware of certain limitations which we believe are not, however, specific to this model. The most important of these are probably the following:

1 A staff training programme is most unlikely to succeed, unless the university, in which it takes place, demonstrates its commitment to it. This can be done through specific allocation of resources, time release of staff and overt criteria for tenure and promotion based on teaching. Such

criteria should be closely linked to training programmes (Elton 1975). The most effective way to demonstrate commitment is almost certainly through staff time release.

2 At this stage, and for some time to come, it is wise to concentrate efforts for the improvement of teaching and learning on those who are sympathetic towards it. In this way a base of support can be established before more recalcitrant issues are tackled.

3 The most difficult issue in staff training concerns those experienced staff who are most in need of it. The fact has to be faced that there is no way to help these unless they are willing to be helped.

Finally, we would like to suggest that the model provides a basis for a research programme in teaching and learning. Staff in the TLAU, like all academic staff, should divide their time between teaching and research and their research should be related to what they teach, ie how to improve teaching and learning. Similarly, some of the senior colleagues and even other academic staff may wish to conduct research into the teaching of their subject rather than into the subject itself. Certainly, without such research, other activities in teaching and learning are liable in due course to become arid. We therefore wish to suggest one further feature which our model must possess and that is the provision of research training and opportunities for the pursuit of research degrees in teaching and learning in higher education. Initially, this will have to be done through collaborative research programmes with universities which have established research schools in this field, but the eventual aim should be for a university to establish a research school and programme of its own.

Proposals for a staff training programme for a region

So far we have confined our attention to developments within a single university, and it is, we hope, apparent that our original main aim in working with USM - to establish a staff training programme at that university - is on the way to being largely accomplished. We had, however, from the beginning a second more long term aim: to involve other universities in the region in similar programmes. This aim was much strengthened by experience at the second USM conference on the teaching-learning process in higher education, which took place in June 1979, and where a great deal of interest was shown in our work. This we followed up through visits

to Bangkok, Kuala Lumpur and Singapore, where we ran workshops and had discussions with staff from nine universities in all.

These visits enabled us to obtain a first impression of the problems uppermost in the minds of staff in three different countries. Thus while in Kuala Lumpur the problems were similar to those at USM, universities in Bangkok were preoccupied with the problem of very large classes, and in Singapore the stress was on the unwillingness of students to go beyond memorizing in their learning. On the other hand, none of the problems identified at any one of the universities were entirely absent from the others, and it is interesting that the very different problems of large classes and memory learning can actually both be ameliorated by discussion methods which can be incorporated in the traditional lecture. Overall, we were left with the definite impression that the common elements of the problems in the region overshadowed their differences.

As a result of our experience at USM, outlined above, and also of our visits and the discussions held at the June conference, we were able to formulate a number of guidelines to help in establishing our model for staff training more generally in the South East Asian Region, along the lines of the model developed at USM. These guidelines are:

1 Senior colleagues in at least some departments should be appointed at the same time as the TLAU is established, so that there is a firm initial base for developments in teaching and learning.

2 Experts from abroad should be concerned mainly with the training of trainers - ie of the TLAU staff and senior colleagues.

3 TLAU staff should receive leave to go abroad for their training, but the provision of such training may have to be flexible in time in order to meet varied needs and conditions.

4 As senior colleagues will not normally receive leave to go abroad for their training, they will have to be trained largely on their own campuses.

In accordance with these guidelines we see our role as mainly being concerned with the training of trainers; with brief appearances on campuses in the regions to run workshops largely to act as a stimulant and appetizer. We cannot see at this stage any effective way for training full-time staff of a TLAU except through courses abroad such as the one which we are

offering in Dundee with project work at Surrey. For the senior colleagues we are suggesting an extended distance learning course, details of which are given in the next section, to be based on the experience of the short distance learning course which we conducted at USM.

Outline of courses for TLAU staff and senior colleagues

An essential difficulty facing anyone who designs a course for participants with diverse needs and in particular with needs with which the course designers cannot be wholly familiar, is to make the course relevant for each participant. A strategy appropriate for this purpose is one which starts by raising some problems and analysing others brought to the course by its participants, but leaves participants to find solutions appropriate to their own conditions. (For an illustrative example, see Fig. 2.) This strategy is one which is basic to educational technology, as defined by Rowntree and quoted earlier in this paper, for even within the more familiar British scene, educational technologists often have to deal with educational problems in subject areas with which they are unfamiliar. It is a strategy which we have followed throughout our work with USM and which is basic to all the courses which we are proposing.

The course which we have suggested several times as appropriate for TLAU staff is the three term course for the Postgraduate Diploma in Educational Technology of Dundee College of Education. The accent in this course is on the practical implementation of theory in the construction, production, evaluation and management of curriculum development, and participants are expected to relate this to the needs of their own institutions. For most of the second term participants pursue a project at the University of Surrey in which they explore aspects of staff development, again with the specific needs of their home institutions in mind. During the year, participants have the opportunity of attending relevant conferences and visiting appropriate institutions.

In the discussions which we had with various universities, as detailed in the last section, we found that in a number of instances it might be difficult to release staff for a whole year. While we consider a year to be essential for a full training, we are at present considering, as an interim measure, a course of one term at the University of Surrey, with a brief period at Dundee.

For the senior colleagues we want to design a new course by distance learning, leading to a Diploma of the University of Surrey. This course will be taught largely by correspondence, but following the model developed by the Open University in Britain, we want there to be local centres, based on local TLAU's and/or staff who have been on our courses in Britain, and residential schools or seminars for the South East Asian region as a whole, an idea which we have explored with the Regional Institute of Higher Education and Development. The correspondence part of the course will be constructed in modules, so that participants may take individual modules as well as the course as a whole. A tentative list of modules includes teaching methods, assessment and evaluation, course planning, individualised learning, educational media and aids, student learning, teaching and learning at a distance. The idea of this course was first discussed informally during the June conference at USM, and the conference of the Open University, at which this paper is being presented, gives a further opportunity for discussion. By the end of December 1979 we shall have to have firmed up on it if we want to offer it, as we do, from October 1980.

Conclusion

In this paper we have described our experiences and experiments in staff training and the proposals for the future that they have led us to. These are at this stage deliberately tentative and it is our hope that they - in the words of the organisers of this conference - pose questions and provoke critical debate at the conference. For this to happen it was necessary to present our proposals in some detail, even if this inevitably resulted in the last section turning in part into a course prospectus. For this we ask the indulgence of conference participants.

Acknowledgements

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ANHANG 8

Paper 69
A/2/HM

1969 10 1979

The Open University Conference on The Education of Adults at a Distance

THE PHILIPPINE EXPERIENCE IN DISTANCE EDUCATION: CASE STUDIES IN A DEVELOPING COUNTRY

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THE PHILIPPINE EXPERIENCE IN DISTANCE EDUCATION:
CASE STUDIES IN A DEVELOPING COUNTRY

(Paper presented at the Open University Conference on the Education of Adults of a Distance held at Birmingham Metropole Hotel on November 18-25, 1979.)

Mrs. Juliana Torres is 53 years old and has been a teacher in the elementary grades for 20 years She has recently been under fire by her supervisor because of her "antiquated" method of teaching She, herself feels that she no longer gets anywhere with the strategies she has used quite effectively 15-20 years ago.

Neither has she been able to attend in-service trainings or graduate courses to upgrade her professional competencies since she finished her undergraduate course in Bachelor of Science in Elementary Education 21 years ago. Among other reasons, this is because the Provincial College and the Central School where most in-service trainings are held are 50 kms. away from the barangay. Besides there is only one available bus that comes to the place twice a week

Lucio, her husband, is the barangay chairman He quit college 28 years ago in order to help his father in the farm, the only source of income to support a family of 10.

Her niece, Crisanta contracted polio when she was eight years old and is now unable to walk. Her physical disability keeps her from attending school.

In the neighborhood lives Mrs. Torres' uncle, a gifted man. He did not finish high school because he found school extremely boring. He was fascinated by machines and spent hours tinkering with the village missionary's old truck. This did not make his teacher (who wanted him to spend time learning how to spell and draw bougainville and mariposa flowers) too happy. He dropped out of school. But now he is aspiring to be a member of the barangay council. And in order to become a member he needs to be at least a high school graduate

All of them are now enrolled in Distance Study courses

Since its launching in 1976 the Distance Study System (DSS) of the Philippines has been delivering education to people who are separated from the mainstream of development by geographical conditions - rivers, mountains and seas (The Philippines has 7,100

islands): kept professionally stagnant by the pressure of their jobs and family responsibilities; or handicapped by the high cost of living and by physical disabilities.

This educational innovation was conceived to meet the expanding educational needs of the 49 million people, hopefully, thereby speeding up rural development

The Beginning of the Distance Study System

The idea of a Distance Study System as a delivery strategy was separately conceive by several educators in the Philippines. This was crystallized when, exchanging views in an educational television program hosted by Dr. Adres O. Fineza, they gave indications that they will support a system that will use the mass media for the delivery of education. Dr. Fineza then immediately organized a brainstorming session held among university presidents, educators and media representatives.

After a series of conferences with various education and media groups, it was decided that it would be possible to use the existing Ministry of Education Machinery in the regions and provinces to reach the students in the remotest areas; that there are adequate local broadcasting facilities which would give free time to educational programme such as this; The immediate problem was the production of self-learning modules

As a first step towards the solution of this problem a group of nutrition supervisors from both the national office and

the provincial offices teamed up with radio and television scriptwriters from the National Media Production Centre and Ministry of Public Information to work on the initial manuscript for the printed modules and the radio broadcasts. These were then subjected to "expert validation" and user's reactions in a workshop where potential users were invited. The materials were tried out with a small group of learners in a remote school in the Visayas after which all the materials were turned over to the Southeast Asia INterdisciplinary Development Institute (SAIDI), an institution of higher learning which specializes in module writing, for final revision and editing.

In November 1976 the system was tried out on a pilot basis in four of the twelve regions in the Philippines. Self-learning modules were sent to the regional offices which, in turn, sent these to the provincial and local centres. Radio tapes were sent to local stations and broadcast on prime-time free of charge. Students paid a minimum fee for learning materials and other operational expenses.

The program assisted by CARE and USAID was "piloted" in four regions in 1976 and 1977. An evaluation was conducted thereafter. As a result of the favorable feedback, the program was expanded to all of 12 regions in the country. There are presently 192 centres in 12 regions throughout the country with an enrolment of 21,842 teachers. There are 31 local

stations that broadcast the Distance Study radio programmes. Television programmes are now being prepared.

There are 21,842 teachers enrolled in the Nutrition Course. Enrolment has begun in the Cottage Industry Course. Other courses on Environmental Planning, Fruit Production, Vegetable Production, Poultry and Livestock Production, Innovative Strategies in Community Development, etc. are now being designed by curriculum teams. These will all be credited towards a degree program called Master of Arts in Countryside Development.

Pilot Course in Nutrition Education

> Miss Clarita Reyes has tremendous difficulty encouraging participation and eliciting responses from her Grade I pupils at 10:00 A.M. Nora, seven years of age, is struggling to keep her eyes open. Lino is restless and cannot concentrate. Celia has her head on the desk, complaining of a dull headache. The daily absences average 13 pupils in a class of 40.

This is not an uncommon situation in Philippine classrooms and teachers deal with it in ways they learned in various teacher-training schools; check attendance strictly every morning, set standards for participation and reward or punish children accordingly, etc. Invariably, coping strategies are based on reasons other than what most probably is the root cause of the whole problem-malnutrition.

The decision to use Nutrition Education as a pilot course is based on the following statistical data:

- More than three million of the almost nine million Filipino children aged six months to six years are

moderately or severely undernourished.

- More than three million of the nine million elementary school children are undernourished.
- Three out of four children aged one to six are anemic. About the same number are deficient in Vitamin A.
- Less than one-third of all the pre-school children attain optimum growth an development.

--Fifty present of all deaths registered annually are among children less than five years old.

- One out of every two-deaths among these children is attributed to diseases aggravated by malnutrition.

It is in answer to the threat that malnutrition poses to the country's present and future manpower and consequently to the achievement of national development goals that a national integrated scheme for nutrition popularly-known as the Philippine Nutrition programme, has been instituted. Led by the First Lady, Madame Imelda Romualdez Marcos, the Programme is the sum total of individual and collective efforts planned and organized to solve the malnutrition problem of the Philippines. As a priority commitment, it is an integral part of the government's socio-economic development programme.

For its part, the Ministry of Education and Culture as member of the Nutrition Council of the Philippines has undertaken the huge task of reaching and mobilizing the 350,000 teachers and 10 million student population of elementary and secondary schools throughout the country within the shortest possible time, through the Distance

Stu y System.

Undoubtedly, the teacher is a vital multiplier factor in the effort to combat malnutrition. The 350,000 teachers are in every nook and corner of the country -- in remote baranggays, in island schools, on hills and valleys. By conservative estimate, each teacher is capable of influencing at least 600 people. The entire population of the country could be reached through them.

But to reach 350,000 teachers located in some 7,100 islands in the archipelago is not an easy task. Conducting conferences and seminars of from 50 to 200 persons every so often, as had been traditionally done, would take ~~hundred~~ of years, not to mention the expenses involved considering the topographical conditions in the Philippines. A quick and effective way of reaching them had to be found in order to begin to solve the problem immediately. The Distance Study System has offered an answer to this challenge-- as an alternative whenever the established formal system with its limited capabilities needed to be supplemented.

The Learning System

In essence, courses are carefully designed by curriculum teams consisting of subject-matter experts and media technologists. They are provided in the form of self-learning modules supported by radio and television programmes. Courses are also designed to include group discussions and face-to-face tutorial consultations. These direct-learning elements take place in local distance-study

centres manned by local instructional managers. If there is anything in the modules or in the broadcast which the student does not understand, he contacts his instructional manager, who meets the students assigned to him individually or as a group for discussion whenever necessary. He also arranges field trips and other enrichment activities and supervises the practicum activities of the student.

In contrast to the traditional system, this is essentially a home-study facility where teacher or employed students may study without leaving their place or work: thus, the government need not pay substitutes. And without leaving their homes, hence their children need not be deprived of the care and attention they deserve from their parents.

The Distance Study System Learning Package in Nutrition is also unique in the sense that unlike the conventional courses which end after the final examination, the course requires successful completion of practicum activities in nutrition where the student plays the role of the change agent in the group. The ultimate goal of the programme is the improvement of the nutritional status of the community. But to provide immediate incentive for participants, the course is credited by the Ministry of Education and Culture on three levels thus:

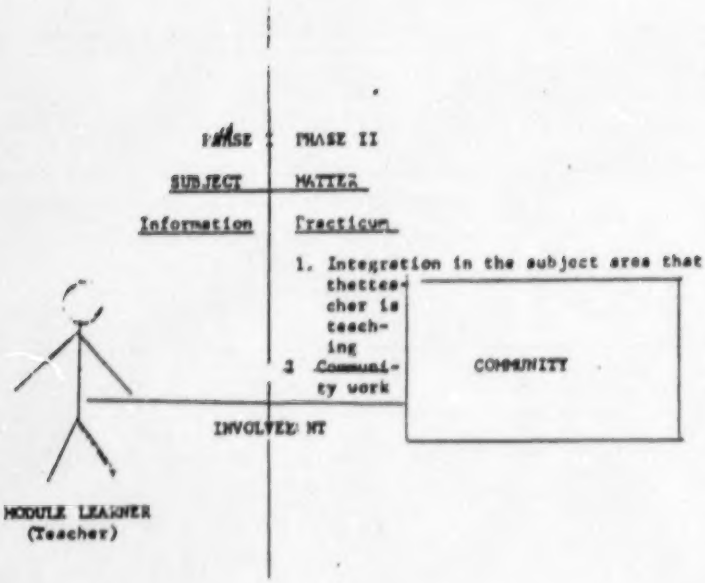
"1. For graduate credits -- The satisfactory completion of the MEC-DSS Learning Package in Nutrition is given an equivalent of five units of credit towards the next higher educational degree that the student is pursuing.

2. For In-Service Credits - As approved by the Civil Service Commission, the satisfactory completion of the MEC-DSS Learning Package in Nutrition is considered as equivalent to nine units of academic study or two years of supervisory work for purposes of admission to relevant Civil Service examination, promotion or any other personnel action.

3. For certificate of participation - Any learning participant who is not enrolled for credits but has satisfactorily demonstrated concern and involvement in the Applied Nutrition Education in the Community with other module learners will receive a certificate of Participation.

> A typical Distance Study scenario may thus be drawn. Mrs. de la Cruz of Barrio Tiquian, mother of eight children, classroom teacher, snatches idle moments to work on her self-learning kits. She listens to radio broadcasts over her transistor radio one evening a week. She either teams up with one or two co-teachers or works on her own on a practicum activity which she has tied up with her school responsibilities. (Sometime towards the end of the course, she would recommend to her instructional supervisor to issue a certificate of participation to parents and other community members who have worked with her on these projects.) Whenever she can manage it, she consults her instructional supervisor in the central school in town. After she has completed the requirements of the course, she goes to town to take a final examination. On the basis of the results of this examination and the evaluation built-in to each of the six modules in the learning package, she receives a rating from the course which she uses for graduate credits, for in-service credits or for a certificate of participation.

Nobody fails the course. This is a self-paced learning system where a student receives a final rating only after the completion of the package of self-learning modules. The system may be represented in the following conceptual model.



The programme starts on the premise that knowledge is not power until it is applied, that any learning is not of much significance until the community benefits from it. Therefore, the module learner must reach out (as signified by the extended line) to the community.

Hopefully, this can be done by giving the students the necessary information in nutrition education which they will later integrate into the subject area they are teaching and then share with community members in various nutrition projects to help improve the nutritional status of the community. Parents an other community members would participate in such a programme by helping to weigh

children in "Operation Timbang" projects, demonstration of food handling, or the preparation of recipes using local ingredients.

It may be noteworthy to mention that curriculum materials are not prescribed by "experts", rather, they are usually initiated by the potential "users" and only later revised and edited by "experts."

Hope For The Less Privileged

Danilo Lopez is the eldest child of Mr. and Mrs. Lopez. There are eight other children in the family. Mang Karyo. Danilo's father, is a fisherman. Aling Marya, his mother, sells in the market whatever extra fish Mang Karyo catches. The family also grows rice in a two-hectare farm which they till on a share-cropping basis for a relative.

Danilo has been dropped from the rolls of San Francisco High School because of too many absences. The planting season coincided with the beginning of the school year in June and July where he had to help his father and mother earn the family bread. He had plenty of idle time, though, while waiting for the rice to grow in August until harvest time in November. But the school would not accept him anymore after he had exceeded the maximum allowable absences of 20 days.

Danilo is forward-looking. He would like to earn a high school diploma and possibly enrol later in a college course in agriculture. He did not know how to do this under the present educational system, until the barangay teacher advised him of the DSS High School Equivalency Program.

He took the placement tests and is now working on his first year modules, nights when his father and he do not go fishing, while waiting for the harvest season, while tending the carabaos, etc.

Now on its fourth year, the DSS looks forward to many exciting possibilities. Responding to felt needs in the countryside - the direction is fairly clear. There are still many constraints mostly financial, but ways are being found to solve them

If within the next ten years, the system would help liberate the less privileged Filipinos from the shackles of poverty, malnutrition and illiteracy, brought about by the lack of access to proper education, it shall have accomplished its mission.

ANHANG 9

Paper 28
C/2/OM

1969 10 1979

The Open University Conference on The Education of Adults at a Distance

IEC's EXPERIENCE OF INTERNATIONAL CO-OPERATION

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IEC's EXPERIENCE OF INTERNATIONAL CO-OPERATION : ABSTRACT

The International Extension College is a nonprofit organisation concerned with the use of distance teaching, especially in the third world. One of its aims has been to encourage the international sharing of educational resources. The paper summarises its experience of international co-operation in training (through courses in this country, workshops overseas, manuals, on the job, and by visits), in the production and exchange of materials (through international co-production, through regional co-operation, by exchanging materials for use, and by exchanging materials for information), in research and evaluation and in information (through publications, regional associations and informal networks).

International Extension College
September 1979

IEC's experience of international co-operation

The International Extension College was set up in 1971 to make knowledge available about distance teaching and its relevance to educational needs, especially in the third world. Three ideas have guided our work. 'The first is a belief that traditional methods of education, with a single teacher in a classroom of five to fifty students, offer an inadequate solution to the educational problems we all face.' (International Extension College 1976, p.5) We also follow writers like Foster, Dumont and Coombs in assuming 'that the western system of education is out of gear with the needs of many countries which have inherited it'. (ibid. p.6) The third idea, and the one which leads directly to this paper, 'is that the resources, and the knowhow, of the world need to be shared. There is now, for example, expertise in various countries on the planning of radio schools, the running of learning groups, the writing of correspondence lessons in agriculture, the organisation of distance teaching colleges and so on. The experience can seldom be transferred direct ... But we have a better chance of getting it right if we know what others have done, than if we each start from scratch.' (ibid. p.5) The aim of this paper is to summarise our experience on such sharing of resources and knowledge.

It is not, of course, our argument that all education should be international; we have no dreams of grand universal correspondence courses. Much teaching, especially in nonformal education, needs to be local and related tightly to local conditions. Much research and evaluation, especially if it is to have participatory elements, must be equally local. But in four areas - training, the production of materials, research and evaluation, the exchange of information - there is enough experience of international co-operation for it to seem worth summarising the work we have done. In doing so we are indebted to our overseas directors for their assessments of that experience, which are incorporated in this paper.

Training

1 We have been involved in training the staff of distance teaching institutions in five ways: residential courses in this country; short workshops overseas; the production of training handbooks; on the job training; training visits by staff at one distance teaching institution to another.

1.1 Training in this country

Under the auspices of the Department of Education in Developing Countries of the University of London Institute of Education, we offer an annual three-month course on distance teaching and an option within an MA course in education. The advantage of offering such courses here, rather than in a developing country, is that it is relatively easy for potential students in third world countries to get support to come to London and we therefore attract students from a widening range of countries. For a subject as highly specialised as this, a single course makes sense: our assessment is that there are few countries or regions in which there would be enough demand for a national or regional course, at least in English. The presence of students from countries with different educational assumptions and experience adds greatly to the richness of the course. The potential disadvantage is that, unless tutors on the course have recent first-hand experience of distance teaching in the third world, they may be out of touch with their students' needs and problems. To help overcome such problems we make as much use as we can of overseas visitors to the country to teach on the course, and would like to do so more.

The three month course is aimed at practitioners in distance teaching institutions; the MA option is for senior staff, for planners, and for others wanting to approach the subject in more depth. A major constraint in recruiting students to the MA course has been the length of time they need to spend away from home - a year if they are eligible to go straight on to the MA course, or two years if they need to do a Diploma in Education first. Many senior staff cannot be released for so long.

1.2 Short workshops overseas

Our experience, and that of colleagues overseas, is that short intensive workshops are an effective way of training particular categories of distance teaching staff, especially those who are not full-time or permanent members of the institution. This is especially true of training course writers. We have found it possible to bring together staff internationally in a short time to take part in such workshops. In Nigeria, in 1975, for example, we brought together a team of nine people from five countries to take part in a workshop for the Federal Ministry of Education, at about two months notice. Such workshops have proved effective not only in training course writers but

also in launching or speeding up the actual writing of courses for a new institution. Some distance teaching institutions however do not have a large enough number of people needing training at any one time to justify a national workshop. In such cases we have found that short regional workshops make most sense. But three problems have frequently presented themselves.

First, there are often people who wish to attend a workshop for its general educational value without actually wishing to participate in it, and do all the work required of more committed participants. Second, a workshop is effective only if there are appropriate arrangements to follow it up. It is little good getting people to write material, for example, if there are inadequate facilities for those materials then to be edited and produced. Enthusiasm soon fades. Third , if a workshop is organised regionally, some of the assumptions made by the hosts may be culturally or politically inappropriate for some of the participants. A workshop organised in Botswana on radio campaigns, for example, was of fairly limited value to participants from Lesotho where it was unlikely that the government would play a comparable role in promoting a radio campaign.

1.3 Manuals

Our experience in training has suggested that there is sufficient common ground on various aspects of distance teaching for various general manuals or handbooks to be produced. We have produced broadsheets on writing and editing correspondence courses, run an experimental correspondence course on course writing, and now produced a manual on course writing, consisting of text, exercises, and a volume of samples of course material. The manual was piloted with students on our 1978 3-month course. We are now working on the production of a manual on research methods for distance teaching institutions.

1.4 On the job training

This hardly belongs in a paper on international co-operation. Our staff working overseas have seen the training of local staff as being of paramount importance; the point of making the comment here is that much training must, of necessity, be on the job and local, though assistance from suitably experienced overseas consultants working with local staff can often make a valuable contribution.

1.3 Visits

We have been directly and indirectly involved in a number of visits of staff between one distance teaching institution and another. Such visits, if well planned, seem to be of major value. It is often possible to arrange them for fairly junior staff, who might otherwise get no chance of seeing different approaches to distance teaching. For visits between third world countries, funds are often fairly readily available. The potential danger, that such visits degenerate into a swan, seems to be outweighed by the frequent comments that they are of real value.

Materials

2. It is useful here to distinguish between four ways of sharing or exchanging materials. The first is to produce materials for use internationally, and the second to do so for use regionally. Third, one can supply materials, prepared for use in one country, and simply use or adapt them for use in another. Fourth one can supply them not for use, but as illustration, particularly for writers of new material on a similar subject.

2.1 International co-production

We are sceptical of the value of international production of teaching materials. Exceptions to this are materials for the training of specialist staff (cf. para 1.3 above) and possibly case study materials for use as illustrative examples in tertiary education. (See Perraton 1971 for a discussion of this.) But generally we believe that the combination of real cultural differences and academic amour-propre makes international production very unlikely to be successful.

2.2 Regional co-production

Some schemes for regional co-production have succeeded. In southern Africa, Botswana Extension College and Lesotho Distance Teaching Centre are co-operating in the production of materials at secondary level, where the number of students in each country is likely to be too low to justify a nationally produced course. The cultural similarities between the countries, and the existence of a common examination syllabus, make this scheme possible. It would be more difficult to make it work for nonformal courses, or indeed for some formal courses: Botswana and Lesotho, for example, have different approaches to the teaching of development studies at school level which

would make a common course difficult. And such co-operation means some sacrifice of local colour - place names or the names of people will differ from country to country even where there are many similarities between them.

2.3 Exchange for use

We have arranged for courses developed in one country to be used in another, usually as a stopgap measure. Courses from Zambia have been used in Botswana, courses from Britain in Mauritius and Botswana and so on. Generally, such courses have been in the more specialised rather than the more common subjects and at higher rather than lower levels. To some extent, therefore, they have been used by the more advanced and more motivated students. Even so, we have major reservations about the secondary use of such material, unless it is adapted. Often, the more a course relates to its local environment, the better it is, and the worse it transplants to a different environment. The Zambian economics GCE course fitted Zambian conditions very well, which made it a very bad fit in Botswana.

2.4 Exchange for information

In contrast, the exchange of materials to give ideas to course writers seems to us to be of major value. It has led us to the establishment of a collection of course material, used as a basis for teaching and practical work on our three month course, and by course writers in our associated institutions and elsewhere. One comment made to us on this point is important: many institutions seek copies of course material from others for this kind of purpose but do not always remember to pay for it, thus reducing goodwill towards such co-operation.

Research and evaluation

3 We have only two points here. First, we would welcome very much more comparative research, in which similar questions - about methods, about effects, about costs - were asked at different institutions and in different countries. Second, and in contrast, much research, pretesting and evaluation at a distance teaching institution needs to be extremely local, designed to solve local problems. It is the internal evaluator who has the vital role, not the external one.

Information

4 We have experience of exchanging information through publications, through regional associations, and through informal networks, which we discuss below. We have rather less experience of two other ways of exchanging information internationally - through conferences and through international organisations like ICAE or IDCE. On conferences, our hunch (based, for example, on the African Association for Correspondence Education conference in Nairobi in 1973 and our own conference on distance teaching for rural development at Dartington in 1977 (see IEC 1978)) is that small is beautiful in conferences, too.

4.1 Publications

We produce an intermittent newsletter *About distance education*, a series of *Broadsheets on distance learning*, and handbooks on distance teaching of which the one on course writing, discussed in 1.3 above, is the first. The *Broadsheets* have varied from guides to particular aspects of distance teaching (e.g. *Multi-media approaches to rural education* or *Editing distance teaching texts*) to accounts of particular institutions or projects (e.g. on Botswana Extension College, Mauritius College of the Air or the Tanzanian radio campaigns). In preparing them we have been faced with two problems: first, whether the length, style and format is appropriate to the audience to whom they are addressed; second, arranging for them to reach the third-world practitioners for whom they are designed rather than academics in north west Europe and America. Similar problems face us with the newsletter. A complete list of the *Broadsheets* is as follows.

Multi-media approaches to rural education
The techniques of writing correspondence courses
Correspondence teaching at university
Technical education at a distance
Training teachers by correspondence
Voices for development: the Tanzanian radio study campaigns
The Mauritius College of the Air: the first two years
Family planning education in action: some community-centred approaches
Editing distance teaching materials
Teaching science at a distance
Starting the Botswana Extension College
Seeking the barefoot technologist

4.2 Regional associations

There seems good evidence that, once regional organisations are established, they play a very useful role in exchanging information. ALER (the Latin American association of radio schools) appears to serve that function well; a much smaller organisation in southern Africa, the Distance Learning Association (DLA) (formerly the Botswana, Lesotho and Swaziland Correspondence Committee) has been successful in exchanging ideas, in running short training sessions for all three countries, and in representing the interests of members and their students to bodies such as the secondary level examination authority. But it is difficult to be sure about the appropriate size for such an organisation. DLA keeps costs down because no member institution needs to travel more than about 700 km to get to one of the others. ALER operates on a much larger scale. But the African Association for Correspondence Education has had great difficulty in finding the funds to operate over the whole continent of Africa.

4.3 Informal networks

It is well known that much information travels through informal networks, between members of invisible colleges. Our major worry here, as a body concerned with the educationally deprived, is how to extend such networks to those working on similar lines to ourselves but who do not know about us - and vice versa. And how to extend such networks at minimum cost.

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ANHANG 10

The Open University

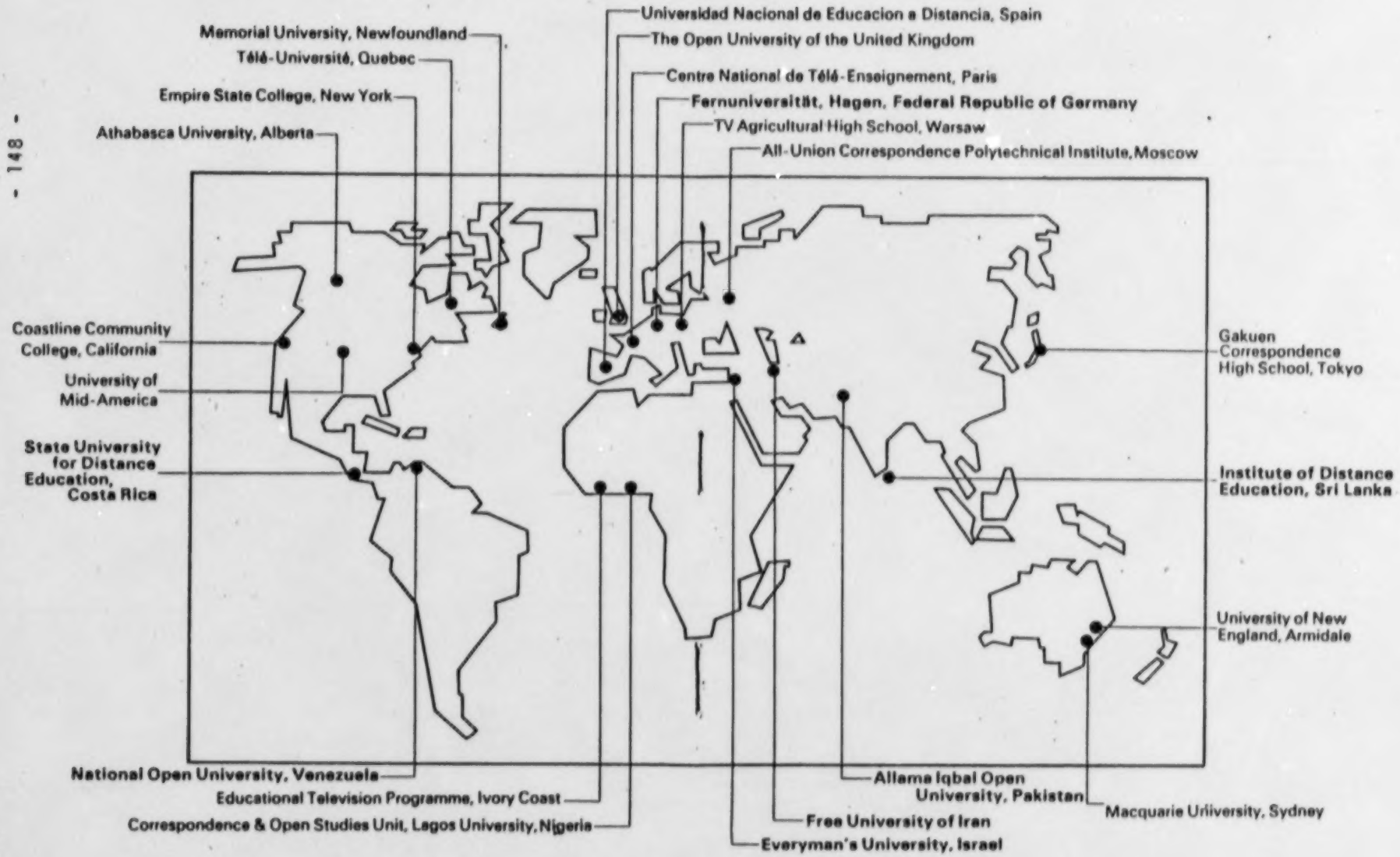
CENTRE FOR INTERNATIONAL COOPERATION AND SERVICES

Centre pour les Etudes
et la Coopération Internationales

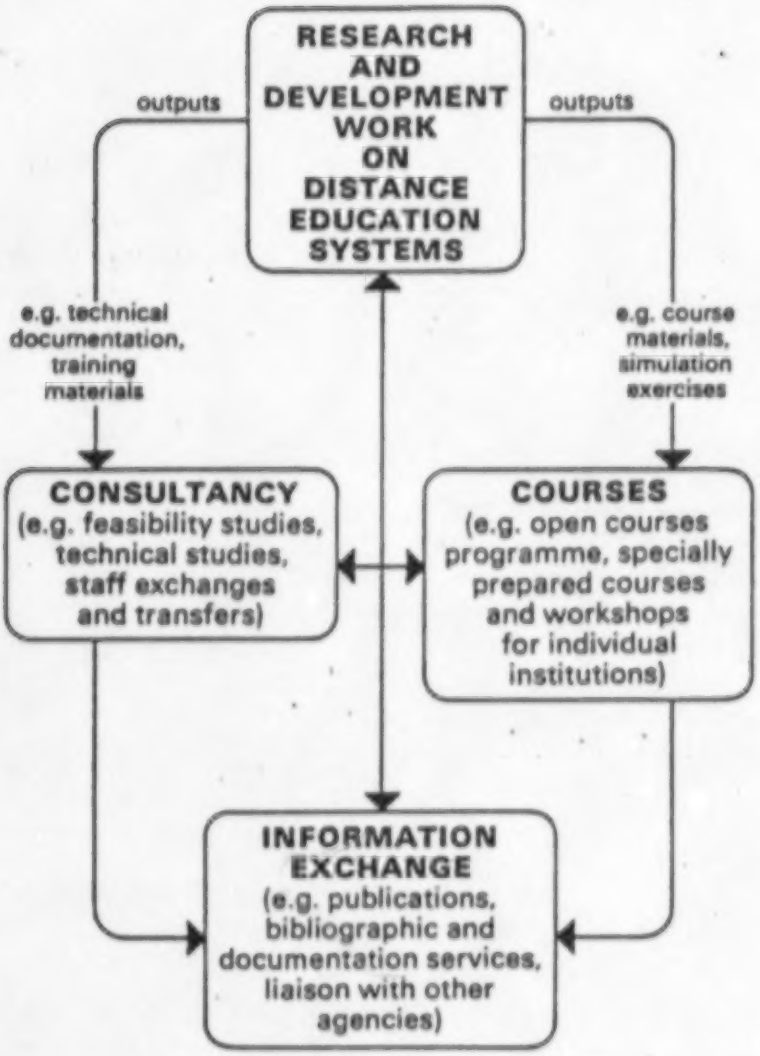
Centro de Cooperación y Asesoría
Internacional

مركز الدراسات والتعاون الدولي

Distance Learning Across The World


Universidad Nacional de Educacion a Distancia, Spain
Memorial University, Newfoundland
The Open University of the United Kingdom
Télé-Université, Quebec
Centre National de Télé-Enseignement, Paris
Empire State College, New York
Fernuniversität, Hagen, Federal Republic of Germany
TV Agricultural High School, Warsaw
Athabasca University, Alberta
All-Union Correspondence Polytechnical Institute, Moscow
Coastline Community College, California
Gakuen Correspondence High School, Tokyo
University of Mid-America
State University for Distance Education, Costa Rica
Institute of Distance Education, Sri Lanka
University of New England, Armidale
National Open University, Venezuela
Allama Iqbal Open University, Pakistan
Educational Television Programme, Ivory Coast
Macquarie University, Sydney
Correspondence & Open Studies Unit, Lagos University, Nigeria
Free University of Iran
Everyman's University, Israel

A selection of major institutions using distance learning methods (this selection only illustrates the world-wide distribution of distance learning institutions and is by no means intended to represent a complete list)


RESEARCH AND DEVELOPMENT WORK ON DISTANCE EDUCATION SYSTEMS
outputs
outputs
e.g. technical documentation, training materials
e.g. course materials, simulation exercises
CONSULTANCY
(e.g. feasibility studies, technical studies, staff exchanges and transfers)
COURSES
(e.g. open courses programme, specially prepared courses and workshops for individual institutions)
INFORMATION EXCHANGE
(e.g. publications, bibliographic and documentation services, liaison with other agencies)

The work of CICS falls into three main categories, illustrated diagrammatically opposite:

through the implementation of feasibility studies and other technical studies overseas, and by the identification and provision of suitable personnel for secondments and missions, both from the Open University and other institutions. Consultancies generally result in the preparation of a confidential report to the client or in the preparation of materials for his use.

courses and workshops on various aspects of distance education are provided by CICS. These are of two main kinds:

- a publicly advertised *regular studies programme*, for groups of up to 20 participants, held on the University's central campus at Milton Keynes (current details of this programme may be found in the wallet at the back of this booklet);
- *specially designed courses and workshops for specific* institutions and organizations, which can be provided at Milton Keynes, or overseas.

Familiarization visits to the University and occasional 'apprenticeships' within particular departments can also be organized.

CICS is developing an Information Resources Unit, i.e. a documentation and abstracting service on distance education providing a system of 'remote' technical assistance in response to specific enquiries and based on the creation and distribution of relevant printed and audiovisual materials. CICS will also publish a series of technical papers and reports of its own and develop links with other agencies and centres working in related areas.

The services offered by CICS are primarily concerned with the various aspects of planning and implementing distance education systems. Some of these aspects are listed below.

1 Planning and management skills required for the design and management of distance and open education systems for given contexts.

Opposite: the main activities of CICS

2 The development of appropriate student-based administrative procedures.

3 The selection and design of appropriate media facilities and of systems for delivering learning materials to students.

4 The academic creation of independent learning materials, both printed and audiovisual.

5 The selection and adaptation of existing learning materials.

6 The physical production of these materials, for example their scheduling, design, printing, and related television, radio and other audiovisual materials production.

7 The selection and training of local support staff such as 'animateurs', counsellors and tutors.

8 Evaluation and monitoring of specific aspects of a distance learning system, such as student learning, student attitudes and opinions and internal efficiency of the system.

9 The development of record-keeping and analysis systems, both clerical and computer-based, for various aspects of a distance learning system, for example student progress records, fees records and test grades.

10 The development and analysis of costing and budgetary structures.

DIE ZEIT — Nr. 50 — 7. Dezember 1979

Zehn Jahre Erfahrungen mit der „Open University" in England

Fern, offen, billig

Studenten aus 52 Ländern berichten

Die Open University, Englands gerühmte Stätte höherer Erwachsenenbildung, lud zu ihrem zehnten Geburtstag ein, und alle, alle kamen. Sie kamen Ende November aus allen Ecken der Welt nach Birmingham in England, um eine Woche lang gemeinsam über die Zukunft fernen Lehrens und Lernens zu diskutieren. Die Konferenz unter dem Titel *„The open University Conference on the Education of Adults at a Distance (CEAD)"* veranstaltet, war denn dem drögen Titel entsprechend auch alles andere als eine fröhliche Feier. Den zweihundert Teilnehmern aus 52 Ländern (darunter 33 Entwicklungsländer) war schon in den Einladungen gedroht worden, daß dies eine reine Arbeitskonferenz sei, von der Ergebnisse erwartet würden.

So mühten sich in achtzehn Arbeitsgruppen alle durcheinander, miteinander und häufig aneinander vorbei, Antworten auf so schlichte Fragen zu finden wie: Welche relevanten Zielgruppen haben Fernlehrsysteme? Wer braucht ihre Programme? Wozu brauchen die Zielgruppen die Fernlehre überhaupt, kurzum: welche Art der Bildung wird gebraucht? Welche Ressourcen finanzieller und anderer Art sind vorhanden, um Fernlehre für die Zielgruppen zu betreiben? Welche institutionellen und organisatorischen Systeme sind vonnöten, um diese Ressourcen effektiv zu nutzen?

Es versteht sich von selbst, daß unter so unterschiedlichen Teilnehmern schon bei der Frage der Zielgruppen große Uneinigkeit ausbricht; in der Frage, wer welche Bildung (per Fernlehre) brauche, war kaum noch ein Konsens zu erreichen.

Die radikalen Amerikaner, die hier recht zahlreich vertreten waren, äußerten denn auch mehrmals, daß diese Konferenz ihnen viel zu elitär, viel zu zahm, viel zu konservativ sei. Ihnen schien es, als sei die Frage nach den Zielgruppen ganz einfach zu beantworten: Das seien alle, die Bildung brauchen; alle, die von Bildung ausgeschlossen sind; alle, die Bildung wollen. „Meine Sorge gilt nicht den Kindern der Mittelschicht, die können in unseren Systemen für sich selbst sorgen; meine Sorge gilt den schon immer Unterprivilegierten. Die Open University ist jedoch total *middle class*", sagte der Präsident von UMA (University of Midamerica), einer Konsortiums-Universität, an der sechs Bundesstaaten beteiligt sind.

Der Präsident des gigantischen Community College Coastline stellte mit seiner radikalen Bildungsdefinition alles und alle in den Schatten. „Das Collegé ist dort, wo Lernen ‚passiert'." Und: „Wir müssen die Bildung zu den Menschen bringen, nicht umgekehrt." Und: *„The community is the college!"* — das waren seine fast marktschreierischen Slogans. Er fragte aber auch ganz besonnen, wer bei der Fernlehre eigentlich fern sei: das Wissen oder der Student und wer von wem. Bildung sei Lebensqualität (Dahrendorf sprach einst vom Bürgerrecht), Bildung sei das wichtigste Gebot der entwickelten wie der weniger entwickelten Länder. „Wir müssen aufhören, so zu tun, als sei Bildung so etwas wie die Masern — man hat sie gehabt und fertig! Wir müssen auch aufhören zu glauben, daß künftige Erziehung und Lehre aussehen wie unsere eigenen Erfahrungen damit."

Lebenslanges Lernen, das stetige Eintauchen in Lernprozesse neben dem Beruf, neben der Familie für immer neue und andere Ziele — diese Zukunftsmusik wird von den Amerikanern recht virtuos vorgetragen und auch mit einigen guten Beispielen belegt. Die Engländer folgen dichtauf mit ihrer eigenen, allen geöffneten Open University, die in den zehn Jahren seit ihrer Gründung zu Englands größter Universität mit 85 000 Fern-Studenten gewachsen ist, die gegen Ende des Jahres 38 000 *graduates* (Bachelor-Abschlüsse) „produziert" haben wird. Jedes Jahr bewerben sich 40 000 bis 50 000 Erwachsene, um in mühevoller, nämlich ferner, multimedialer Studierweise — mit Lehrtexten und Büchern, Rundfunk- und Fernsehsendungen — ihren ersten akademischen Grad zu machen. Sie können das ohne irgendwelche Zulassungsvoraussetzungen versuchen.

Man hatte sich weiland zu dieser Öffnung einer Universität für Erwachsene entschlossen, weil man überzeugt war, daß *A'levels* (dem Abitur ähnlich) keine guten Indikatoren für Studieneignung oder gar Studienerfolg seien. Die 38 000 erfolgreichen Abschlüsse sprechen zumindest nicht gegen diese Annahme. Glückliches England, glückliches Amerika, auch noch glückliches Schweden! Denn die deutschen Teilnehmer von der Fernuniversität in Hagen und dem Deutschen Institut für Fernstudium (DIFF) in Tübingen präsentierten Altbewährtes: die geschlossene Universität, das Abitur als *conditio sine qua non*, die (laut Hochschulrahmengesetz vorgeschriebene) Weiterbildung nur im engeren akademischen Sinne.

Die Afrikaner und Lateinamerikaner wiederum, aus jenen Ländern also, die unter dem Stichwort „weniger entwickelt" liefen, gaben Einblick in den phantasievollen Umgang in der Fernlehre mit vorhandenen Ressourcen. So wird Fernlehrmaterial in Costa Rica mit den nationalen Zeitungen, in Nigeria über die Tabak-Kompagnie, das einzige Unternehmen mit nationaler Verbreitung, vertrieben, in Mexiko liegt es den Lebensmitteln bei, und in Lesotho liegt es in den Buchläden aus. Die Kanadier hängen sich an den Bus-Dienst, der regelmäßig die Eskimo-Reservate ansteuert, und andere benutzen die Bier- und Coca-Auslieferung, die alle Winkel des Landes erreicht.

Ein ähnlicher Einfallsreichtum kennzeichnet auch die regionale Zusammenarbeit bei den Fernkursen: In Afrika produzierten vier Länder zusammen einen Mathematikkurs, zu dem jeder allein wohl kaum das Geld gehabt hätte. Nairobis Lage als Luftkreuz Afrikas macht die Abteilung für Fernstudien an der Universität zum Umschlagplatz von telephonischer Kommunikation und Information verzagter Fernstudenten.

Dem unter Budgetkürzungen leidenden Open-University-System wurde dann jedoch eines Abends der schiere Reichtum gegenübergestellt: Der Millionär Walter Annenberg, einst amerikanischer Botschafter in London, hatte gerade verkündet, daß er der Corporation for Public Broadcasting 150 Millionen Dollar für die Entwicklung einer „University of the Air" (dies war der von Harold Wilson geprägte Arbeitstitel der Open University gewesen) zur Verfügung gestellt habe. Lord Perry, der Vizekanzler der Open University, kommentierte diesen Vorgang trocken: „*Welcome to the Club as its richest member.*"

Fernlehre, das wurde auf dieser internationalen Konferenz deutlich, hat viele Gründe für sich und für jedes Land andere. In Australien und Kanada braucht man sie, um des „Terrors der Entfernung" Herr zu werden, in Japan, um den ungeheuren Andrang von Studenten aufzufangen, in Afrika, um zum Beispiel die wenigen Lehrer und Akademiker vielfältiger zu nutzen. In Europa und Amerika bietet man Fernstudien an, um das Konzept des „lebenslangen Lernens" zu verwirklichen und Bildungsdefizite auszugleichen.

Fernes Lehren und fernes Lernen haben seit der Gründung der Open University einen neuen Aufschwung genommen, nachdem sie ein halbes Jahrhundert wie das Stiefkind jeder Art Bildung behandelt wurden. Der bemerkenswerte Erfolg dieser britischen Institution hat vielen Mut gemacht und Nachahmungen in vielen Ländern der Welt nach sich gezogen: Die Everyman University in Israel, die Fernuniversitäten in Spanien und Costa Rica, die Open Universities von Venezuela und Thailand, die Deakin University in Australien, die Fernuniversität in Hagen, die (zur Zeit geschlossene) Free University im Iran und andere.

„Seien Sie nicht schüchtern in der Diskussion Ihrer Erfahrungen und Ihrer Erfolge wie Mißerfolge", forderte Lord Perry die Teilnehmer der November-Tagung auf, „die traditionellen Bildungsstätten formulieren für gewöhnlich nicht einmal Zweifel an ihren Methoden und Taten."

Christine Brinck